ERIC Document Resume | See Instruction Sheet | DATE OF RESUME 5/26/65 | DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER ED000217

2. ORIGINATOR CONTROL NO(S) 8056

3. IDENTIFICATION NO. N.A.

4. AUTHOR(S): Anderson, A. Edwin

5. TITLE OF DOCUMENT ABSTRACTED

The Humanities in the Colleges and Universities of the South

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

9. PUBLISHER OR SOURCE Southern Regional Education Board

8. PLACE OF ORIGIN

ORG. SREB

ST. 130 6th St., NW

CITY, STATE Atlanta 13, Ga.

TELE. EXT.

INST/LOC CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	61	117

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE

YES ☒ NO ☐

COPYRIGHT GRANTED

YES ☐ NO ☒

COPYRIGHT RELEASE FILED

YES ☐ NO ☐

TYPE OF REPORT

PROPOSAL ☐

IN-PROGRESS ☐

FINAL ☒

FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR Survey

16. INDEXING TERMS (6-12)

		art education	music	
curriculum	required courses	history	religion	
higher education	teaching methods	foreign langs.		
humanities	programs	language arts		

17. ABSTRACT (MAX. 250 WORDS)

Objectives of this study were to gather data on present instructional practices in the humanities, the indication of trends in the development of these programs, and the determination of the climate of opinion in which teaching and humanities is being done. The term humanities, as used in the study, refers to six disciplines—art, history, language and literature, music, philosophy, and religion. The study was limited to the 291 fully accredited 4-year institutions of the Southern region. Fifty-eight of the institutions were selected for an intensive study involving questionnaires and interviews with administrators and faculty members.

The report discusses humanities requirements in the total curriculum and offers suggestions for improving the offerings. Numerous quotations appear in the concluding chapter as suggestions for improving the role of the humanities. The appendixes devote about 140 pages to descriptions of selected humanities offerings of significance in the institutions of the regions.

ERIC 18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

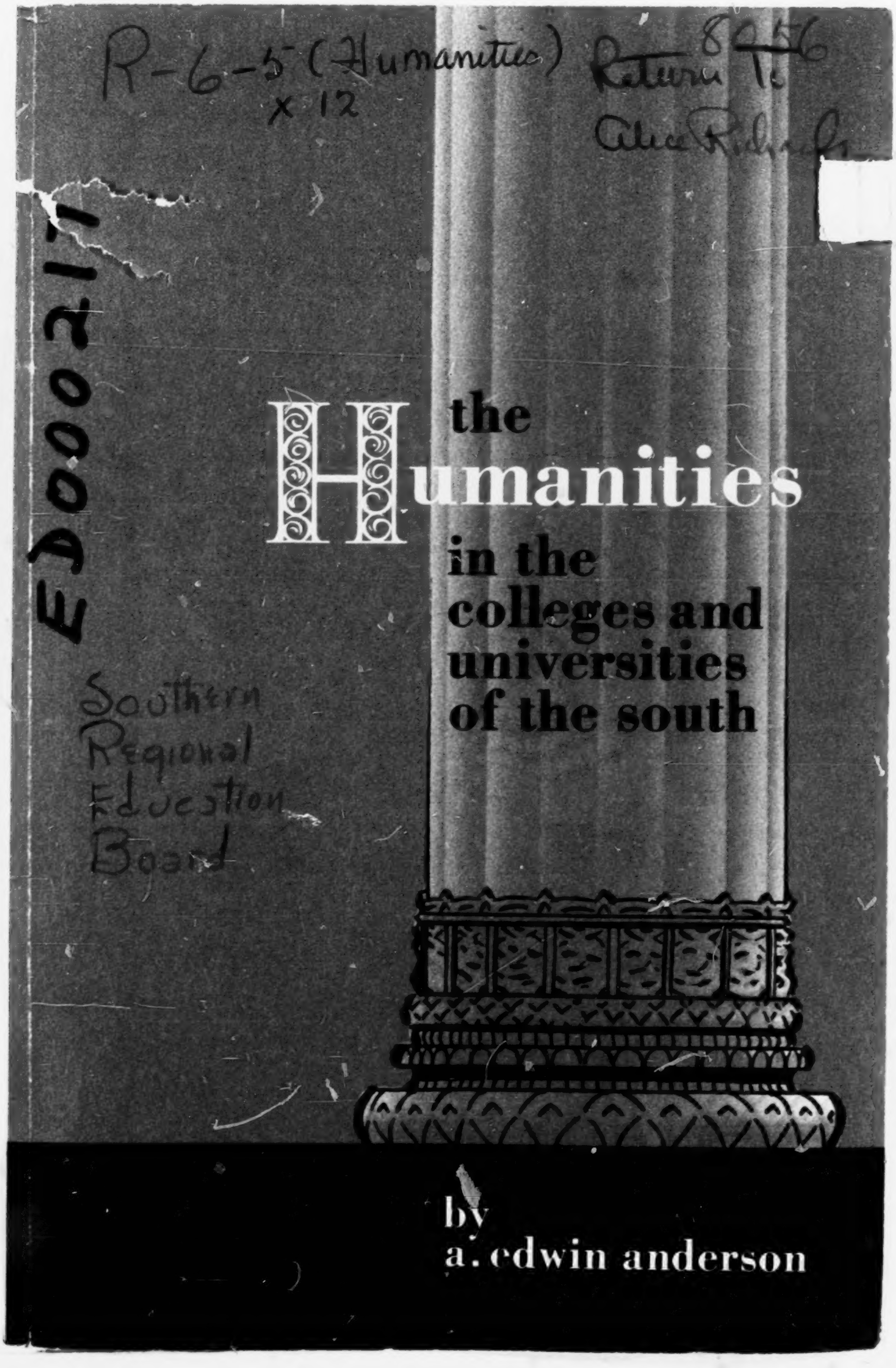
22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health,
Education, and Welfare
Office of Education

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.



R-6-5 (Humanities)
x 12

8056
~~Return~~ To
Alice Richards

8056

ED000217

the Humanities in the colleges and universities of the south

Southern
Regional
Education
Board

by
a. edwin anderson

PRECEDING PAGES MISSING

THE HUMANITIES
IN THE COLLEGES AND UNIVERSITIES
OF THE SOUTH

A Survey of Activities and Opinion

By
A. EDWIN ANDERSON
Professor of English
George Peabody College for Teachers

With the assistance of:

The Advisory Committee—

Dr. Lewis B. Mayhew, Director of Evaluation and Institutional Research, University of South Florida

Dr. James M. Smith, Associate Director, The Graduate Institute of the Liberal Arts, Emory University

Dr. Herman E. Spivey, Vice President, University of Tennessee

Dr. Cecil G. Taylor, Dean, College of Arts and Sciences, Louisiana State University

and

Dr. William L. Bowden, Associate Director for Regional Programs, Southern Regional Education Board

Dr. Kenneth M. Wilson, Research Associate, Southern Regional Education Board

SOUTHERN REGIONAL EDUCATION BOARD
130 Sixth Street, N. W.
Atlanta, Georgia

1961

PRECEDING PAGE BLANK– NOT FILMED

FOREWORD

One reflection of a society's growth is the growth of its individual citizens as humanists in a world of material concerns. This growth can be based only upon a solid foundation of knowledge of man's past accomplishments in the humanities.

Today the study of humanities—man's total accomplishment in literature, language, arts, music, philosophy—is the nucleus of the liberal arts program in universities and colleges of the South. If the region is to produce men and women with the maturity to contend with the conditions of an ever changing world, it must strengthen the teaching of humanities in its higher institutions.

Institutions have many and varied patterns for teaching the humanities—and this is necessary in a field which defies standardized frameworks for presenting topics and materials.

The Southern Regional Education Board, out of concern for the total development of liberal arts in the region, has undertaken this study of different practices in administering and teaching humanities in the South. Here a serious effort has been made to distinguish the overtly successful, novel, and promising practices of teaching in a variety of institutions. The information is offered as a stimulus to future planning by administrators and teachers concerned with the welfare of the humanities in Southern colleges and universities. The Southern Regional Education Board stands ready to assist in that planning to the end that all of higher education may be improved.

Southern Regional Education Board
Winfred L. Godwin, Director

PRECEDING PAGE BLANK– NOT FILMED

ACKNOWLEDGMENTS

The substance of this report comes directly from the college presidents, deans, humanities chairmen and professors, and chairmen of areas outside the humanities whose deep interest, sustained cooperation, painstaking endeavor, and generous contributions of time and effort made this study possible.

To them goes my first expression of indebtedness and gratitude.

To others as well I am deeply indebted—

To the deans and faculties of Austin Peay State College and the University of the South, for their very great assistance in the pilot projects.

To the members of the Advisory Committee, who so ably and so earnestly applied themselves to the formulation, projection, and completion of this work.

To Dr. William L. Bowden, Associate Director for Regional Programs of the Southern Regional Education Board, whose competence and good will were a constant climate for the study, and to Dr. Kenneth Wilson, Research Associate of SREB, whose role in the ordering and interpretation of the basic data was indispensable.

To Katherine Anderson, who shared my concern and my labors throughout the project.

To the officers of the Southern Regional Education Board generally, who proffered the services and funds necessary to the completion of the work.

To the University of North Carolina Press, Institute of Higher Education, Harvard Foundation for Advanced Study and Research, Harcourt, Brace, and Company, and Wm. C. Brown Company, for permission to reprint the items cited.

A. Edwin Anderson
Nashville, Tennessee

PRECEDING PAGE BLANK– NOT FILMED

TABLE OF CONTENTS

PAGE

Chapter I:
Introduction 1

Chapter II:
Humanities Courses Among Degree Requirements 8

Chapter III:
Status and Services in the Humanities 33

Chapter IV:
The Integrated Humanities Course 50

Chapter V:
Preparation of the Humanities Teacher 69

Chapter VI:
Improving the Role of the Humanities 85

Appendix A:
Faculty Members and Administrators Interviewed 117

Appendix B:
Information on Humanities Chairmen 121

Appendix C:
Responses of Professors Outside the Humanities to Questionnaire Entries Having to Do with Integrated or Interdisciplinary Courses 123

Appendix D:
Selected Humanities Offerings of Interest, Significance, or Novelty in the Institutions of the Region 127

PRECEDING PAGE BLANK-- NOT FILMED

LIST OF TABLES

TABLE		PAGE
1	Distribution of Questionnaire Respondents by Institutional Characteristics	6
2	Distribution of Questionnaire Respondents by Departmental Affiliation or Academic Specialization	7
3	General Humanities Requirements for Graduation in 289 Regional Institutions, Classified by Subject Area and Degree of Specificity	10
4	Distribution of Percentage of Total Requirement for Graduation Represented by Required Humanities Courses, for Institutions Classified According to Highest Level of Degree Offered	10
5	Average Rankings of Nine Humanities Subjects by Non-Humanities Professors as to Their Relative Importance in the Undergraduate Program of Their Own Major Students and for Students Generally	29
6	Percentage of Non-Humanities Professors Replying Who Placed the Subject Field (1) Higher for Their Own Majors, (2) Higher for Students Generally, or (3) Same	29
7	Earned Degrees Conferred in the South in Selected Fields as a Per Cent of Continental U.S., 1949-50, 1954-55, 1957-58	35
8	Opinion of Respondents Regarding the Relative Status of Three Subject Areas in Terms of Student Interest, and of the Corresponding Faculty Groups in Terms of Professional Activity	37
9	Percentage of Respondents Believing Each of Three Faculty Groups Enjoy the Greatest Prestige with Designated Reference Groups	38
10	Humanities Professors' Weighting of Reasons Why There Are Not More Integrated Humanities Courses in the Region	55
11	Factors Affecting Success of Integrated Humanities Courses, as Indicated by Humanities Professors and Deans	56
12	Preferences of Deans and Humanities Professors for Specified Humanities Content (Undergraduate and/or Graduate) in the Preparation of Every Humanities Teacher, with Recommended Amount of Work in Each Content Area	79

CHAPTER I

INTRODUCTION

It has been the purpose of this study to collect and present current information and responsible, informed opinion on activities in six disciplines—art, history, language and literature, music, philosophy, and religion—in the colleges and universities of the South.[1] While it is recognized that it is possible to approach all subjects humanistically, the term, "humanities," is used in this study to refer to these six disciplines only. Within this framework, more specific objectives of the study have been as follows:

1. To gather specific information on present instructional practice in the several disciplines
2. To indicate trends in the development of humanities courses and programs
3. To determine to some degree the climate of opinion in which teaching the humanities is being done
4. To report these findings as completely and accurately as possible

The study was not designed to make a case for or against any particular course or program pattern, subject matter, or educational philosophy. Neither was it designed to provide a formal evaluation of particular practices or policies of any institution, department, or individual. Rather, it was motivated by the hope that the evidence collected would reflect present conditions and views with sufficient accuracy and clarity to afford a basis upon which each reader might formulate conclusions and derive motive and direction for subsequent constructive endeavor.

---

[1] For purposes of this study, the South is understood to include the sixteen states which are signatories of the Southern Regional Education Compact—Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia.

BACKGROUND OF THE PRESENT STUDY

Within the past sixteen years, a number of state and institutional studies, or conference proceedings, have contributed substantially to an illumination of the nature and status of the humanities in the South. The first of these were the Duncan report[2] and the University of North Carolina survey[3] in 1945. In 1947, the Southern Association of Colleges and Secondary Schools, in its report on cooperative studies in higher education in the South,[4] included a chapter on the humanities largely projected from the Duncan report. And, in 1949, six humanities programs at institutions in the South were selected by McGrath for inclusion in his volume on humanities in general education.[5]

Since 1949, the Southern Humanities Conference has sponsored three studies, two of which date from 1952—a report based on a sampling from bulletins of forty-eight institutions,[6] and a report based on information derived from 150 replies to a mimeographed letter addressed to college administrators[7]—and one of which was reported in 1958—based on 107 replies to a questionnaire addressed to college administrators.[8]

A 1958 state survey of Arkansas colleges[9] and a 1960 survey of humanities courses in general education programs of Oklahoma state colleges[10] provide very helpful information in their respective were reviewed and a chapter on the Arkansas programs was included,[11] and *Graduate General Humanities Programs,* in which programs at Emory University, Florida State University, and the University of Louisville were reviewed.[12]

---

[2] Edgar Duncan (ed.), *The Humanities in Higher Education in the South,* a report of a conference held at Vanderbilt University in July, 1944 (Nashville, 1945).

[3] *A State University Surveys the Humanities* (Chapel Hill: University of North Carolina, 1945).

[4] Southern Association of Colleges and Secondary Schools, *Higher Education in the South: A Report on Cooperative Studies* (Chapel Hill: University of North Carolina Press, 1947).

[5] Earl J. McGrath, *The Humanities in General Education* (Dubuque: Wm. C. Brown Company, 1949).

[6] Albert Balz, Gerhard Masur, C. C. Tutwiler, and William Pusey, "A Survey of the Humanities in Southern Institutions," a report to the Southern Humanities Conference at its Fifth Annual Meeting, University of Kentucky, April, 1952.

[7] Marshall W. Fishwick, "Humanities Courses in the South," *Southern Humanities Conference Bulletin* (1952).

[8] T. D. Young, "The Encouragement of the Humanities," *Southern Humanities Conference Bulletin*, No. 8 (October, 1958), pp. 10-15.

[9] Hoyt Trowbridge, *General Education in the Colleges of Arkansas* (Little Rock: Arkansas Experiment in Teacher Education, 1958).

[10] David T. W. Stevens, "The Humanities Courses in the General Education Programs of the Oklahoma State Colleges" (unpublished doctoral thesis, Oklahoma State University, 1960).

All of the foregoing studies, reports, or surveys, while still most valuable, either no longer reflect with sufficient accuracy the present state of things or, because of limitation in scope, do not provide a broad regional perspective.

In April, 1958, the Southern Regional Education Board sponsored a conference at Emory University of humanities professors from regional institutions. It was a recommendation of this conference that SREB sponsor a study of the humanities, regional in its orientation and relatively comprehensive in scope and coverage of problems, practices, and issues pertaining to the humanities in higher education. Subsequent discussion of this recommendation with persons prominently identified with the humanities in the region reinforced the recommendation of the Emory conference, and in June, 1959, formal planning for the present study was initiated by the study director with the assistance of SREB staff and an advisory committee composed of Dr. Lewis B. Mayhew, Director of Evaluation and Institutional Research, University of South Florida; Dr. James M. Smith, Associate Director, The Graduate Institute of the Liberal Arts, Emory University; Dr. Herman E. Spivey, Vice President, University of Tennessee; and Dr. Cecil G. Taylor, Dean, College of Arts and Sciences, Louisiana State University.

DEFINING THE SCOPE OF THE PROJECT

Early perspective and orientation for the study were provided through a review of previous studies and of the annual bulletins of the institutions of the region. The bulletins provided an index to administrative personnel, humanities faculties, curricular patterns, and specific humanities offerings. The earlier studies signalized certain of the recent concerns of those identified with the humanities in the South.

But, to determine more accurately the current highest interests areas. Also appeared in 1960 a follow-up to the McGrath text of 1949, in which five of the six offerings described in the earlier study of the humanities people in the region, the director sent a brief form listing sixteen areas of activity and concern which might be appropriate to a regional study to eighty persons prominently identified with the humanities in the region and asked them to rank five of the listed elements in the order of their own personal highest interest. Forty-five of these individuals responded, and the following items, listed in rank-order, were identified: (a) course content and structure, (b) instructional techniques, methods, class conduct, (c) objectives, (d) role of the humanities in requirements and programs, (e) course materials and resources, (f) preparation of staff, (g) trends, and (h) staffing.

---

[11] James A. Fisher, *The Humanities in General Education* (Dubuque: Wm. C. Brown Company, 1960).

[12] Chester L. Neudling and James H. Blessing, *Graduate General Humanities Programs,* U. S. Department of Health, Education, and Welfare Bulletin 1960, No. 12 (Washington: U. S. Government Printing Office, 1960).

These eight areas of concern or interest provided a basic framework within which more detailed questions and issues were projected in the form of tentative questionnaires designed for administrators, humanities professors, professors outside the humanities, and students respectively and including both informational and attitudinal items. Having been then pre-tested in two institutions, these instruments were reviewed and modified upon the counsel of the advisory committee and the SREB representatives. It was then decided to eliminate the projected student phases of the project and to restrict it to four-year institutions.

As finally projected, the study was limited to the fully-accredited four-year institutions of the region—some 291, among which a smaller group was selected for more intensive study involving interviews with administrators and faculty members as well as questionnaires.[13]

STUDY PROCEDURES

GENERAL PHASE

From all institutions, information was sought regarding two broad concerns—(a) the role of humanities courses in the general requirements for graduation and (b) courses, programs, and activities of unusual interest. Information about the first was derived largely from institutional bulletins supplemented, as necessary, through correspondence.

As a lead to courses, programs, and activities of interest, the dean or some other administrative officer at each of the institutions was asked to cite "any elements or features of work in the humanities" on his particular campus which he considered to be "of such interest, significance, or novelty" as to warrant consideration in a regional survey and to designate the faculty or staff member most directly responsible for the endeavor. An especially prepared form was then sent to the designated individual on each campus in order to obtain a description of the activity or program. In some instances, one or two follow-up inquiries were made. The information thus derived is largely contained in Appendix D.

---

[13] The status of the institution was based on U. S., Department of Health, Education, and Welfare, Office of Education, *Education Directory*, 1958-59. Part 3 (Washington: U. S. Government Printing Office, 1959).

INTENSIVE PHASE

Of the 291 institutions included in the general phase of the study, fifty-eight, because of their representative or distinguished character or because of some unusual feature of their program, were selected for more intensive study. The director visited fifty-six of these institutions and conducted formal interviews with fifty deans, one president, and 229 humanities professors (in the main, departmental or divisional chairmen). In addition to these, he talked informally with two other presidents, three other deans, a dean emeritus, and five other faculty members. Usually about one hour in length, interviews dealt generally though not uniformly, with curricular change involving the humanities, specific judgments on particular humanities courses among the general requirements of the college, the status of the humanities on the campus, and integrated courses. For a variety of reasons, all interviews did not cover precisely the same topics and as a consequence the number of "interviewees" indicated in connection with various items reported herein is not constant.

Interviews with deans and humanities departmental chairmen were supplemented by questionnaires. A questionnaire was also sent to certain professors outside the humanities at each of the selected institutions. These were chosen in the following way. Each dean or humanities professor interviewed was asked to name from five to eight professors at the college who (a) had been at the institution long enough to understand fully its role in the region and (b) had distinguished themselves for a broad institutional and curricular concern. Questionnaire responses were then sought from those professors most frequently cited by their colleagues.

Questionnaires for deans and humanities chairmen, while differing somewhat in over-all content, had in common a substantial number of items—primarily, a list of some thirty-five statements about various aspects of work in the humanities designed to reveal the extent of agreement or disagreement among them. Questionnaires for professors outside the humanities were somewhat more extended than those for deans and humanities chairmen and were designed to elicit responses on a number of questions relating to such matters as required work in the humanities, status of the humanities, and interdepartmental or interdisciplinary courses in their own fields.

BRIEF DESCRIPTION OF THE QUESTIONNAIRE SAMPLE

Completed questionnaires were received in time for tabulation from forty-five deans, 239 humanities professors (as indicated earlier, primarily departmental or divisional chairmen) and 145 professors from fields outside the humanities, representing response rates of 75 per cent, 63 per cent, and 55 per cent, respectively. Shown in Table 1 is the distribution of respondents in each category by institutional characteristics (highest level of degree offered and control) and, in Table 2, the distribution by department affiliation or academic specialization.

TABLE 1

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS
BY INSTITUTIONAL CHARACTERISTICS

Highest Level of degree offered	Control of Institution					
	Public			Private		
	Deans	Human. Prof.	Other Prof.	Deans	Human Prof.	Other Prof.
Bachelor's	2	6	7	11	64	27
Master's	9	38	18	3	12	10
Doctor's	16	78	60	4	41	23
Total	27	122	85	18	117	60

Additional information about the humanities professors—years in college teaching, years as chairman of a department, etc.—will be found in Appendix B.

PROCESSING OF QUESTIONNAIRE DATA

Questionnaires were coded for IBM cards at the Atlanta office of the Southern Regional Education Board. Cards were punched and all tabulations were completed at the Institute for Social Research, Florida State University, under the direction of Dr. Charles M. Grigg.

TABLE 2

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS BY DEPARTMENTAL AFFILIATION OR ACADEMIC SPECIALIZATION*

Department or Specialty	Deans	Humanities Chairmen	Other Professors	Total
Biological Sciences	3	....	30	33
General Science	....	....	4	4
Chemistry	6	....	23	29
Engineering	1	....	8	9
Mathematics	6	....	14	20
Physics	1	....	11	12
Economics	2	....	14	16
Education	1	....	6	7
Political Science	3	....	2	5
Psychology	2	....	13	15
Social Science	....	....	4	4
Sociology	3	....	16	19
Art	....	21	....	21
Fine Arts	....	8 (36)	....	8
History	4	37 (37)	....	41
Classics	1	17 (8)	....	18
English	6	41 (55)	....	47
Foreign Languages	4	49 (19)	....	53
Music	....	14 (18)	....	14
Philosophy	1	22 (31)	....	23
Philosophy and Religion	....	4	....	4
Religion	1	8 (10)	....	9
Humanities	....	14 (11)	....	14
General Education	....	.... (4)	....	....
Unknown	....	4	....	4
Total	45	239 (229)	145	429

---

*Number in parentheses indicates the number of individuals for whom interview data were obtained (not included in "total"). In many instances, questionnaire responses from deans and humanities professors came from the same individuals who were interviewed. The exact degree of correspondence could not be determined since questionnaires were unsigned. However, interviews were held at fifty-six institutions. Fifty deans were interviewed, forty-five returned questionnaires; 229 humanities professors were interviewed and 239 returned questionnaires.

CHAPTER II

HUMANITIES COURSES AMONG DEGREE REQUIREMENTS

One approach to assessing the role of various humanities disciplines in the undergraduate programs of regional institutions lies in a review of the courses listed among general requirements for graduation (i.e., requirements to be met by all candidates for the bachelor's degree without regard to major field of concentration).[1] These requirements often reveal *in parvo* much of what is significant and distinctive in the curricular structure, the general course offerings, the educational philosophy and the basic purposes of an institution.[2] Thus, at technical institutes or colleges, the humanities content specified in general requirements for graduation may be less than 10 per cent of the total graduation requirements, whereas at some liberal arts colleges this content may represent up to, or in some instances more than, one-half the total graduation requirement.

PROCEDURES FOR REVIEWING REQUIRED HUMANITIES COURSES

For the full group of four-year colleges and universities, evidence regarding the role of the humanities in general requirements for graduation was obtained from institutional bulletins, supplemented, as necessary, by direct correspondence. For the smaller group, institutional bulletins provided basic data, but this was supplemented through interviews with the deans and humanities professors and questionnaire responses from deans, humanities professors, and professors outside the humanities.

---

[1] In this chapter, the term "undergraduate program" refers, in the case of complex institutions, to the program in arts and sciences only.

[2] Requirement listings reflect other things as well—for example, pressures both external and internal. As a dean at a technical institute commented, "In technical schools there is so much pressure from accrediting agencies that general education or traditional liberal arts content is apt to be constricted or pressured out." And where the absence or presence of some element among the requirements or some option arrangement was questioned in interviews, the response was frequently somewhat similar to the following: "That's a compromise among several strong departments. It doesn't make sense to anybody, really."

For all colleges, a tabulation was made of the specific humanities courses listed among general requirements for graduation in the college bulletin. Hour requirements in the subject areas classified as "humanities" were noted where there were no specific course listings, and course options, when indicated, were recorded. The limitations of this type of evidence are, of course, recognized. For example, courses of the same content and character may have quite different names in different institutions. Further, for a college not to list a requirement does not mean invariably that it does not impose it. Again, to list a requirement does not always mean that it is actually required or, in some instances, even offered. Despite these limitations, however, data derived from bulletin analysis may be taken to represent a general picture of variation among subjects and institutions.

Because of the significance of required courses, judgments on them were sought. In the interviews, deans and humanities professors were asked what they thought of the particular humanities courses required on their campuses, whether they felt the hour requirements were too large or too small, whether they favored such a requirement, and, where one was lacking, would like to see one established. And items pertaining to the humanities requirements were also included in the formal questionnaires for deans, humanities professors, and professors outside the humanities.

THE HUMANITIES IN GENERAL REQUIREMENTS FOR GRADUATION

Basic data relating to the role of the humanities in the general requirements at 289 institutions, as derived through bulletin analysis, are shown in Tables 3 and 4. In Table 3, eight humanities subject areas[3] are listed along with the number of colleges listing courses by name, hour requirements only, and options, respectively, as well as the number not listing any requirement in a particular area.

Table 4 provides evidence regarding the proportion of the total graduation requirement accounted for by required humanities

---

[3] The subject areas designated as "freshman English," literature, and "foreign languages" represent a breakdown of the general category, "languages and literature."

TABLE 3

GENERAL HUMANITIES REQUIREMENTS FOR GRADUATION IN 289 REGIONAL INSTITUTIONS, CLASSIFIED BY SUBJECT AREA AND DEGREE OF SPECIFICITY

Subject Area	Number and Percentage of Colleges							
	Listing Courses by Name		Listing Hour Requirements		Listing Options		Not Listing Requirements	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Freshman English	243	(84.1)	32	(11.1)	8	(2.8)	6	(2.1)
History	196	(67.8)	51	(17.9)	34	(11.8)*	8	(2.8)*
Foreign Languages	....	....	219	(75.6)**	21	(7.3)**	49	(17.0)
Literature	114	(39.4)***	43	(14.9)	64	(22.1)	68	(23.5)
Art	57	(19.7)	1	(0.3)	75	(26.0)	156	(54.0)
Religion	64	(22.1)	28	(9.7)	16	(5.5)	181	(62.6)
Music	38	(13.1)	3	(1.0)	44	(15.2)	204	(70.6)
Philosophy	18	(6.2)	20	(6.9)	45	(15.6)	206	(71.3)

---

*Counting social science clusters, some, but not all of which include a regular history component.

**Options to foreign language courses include elements other than foreign languages.

***Four "humanities" courses which include literature only are included in the literature count.

TABLE 4

DISTRIBUTION OF PERCENTAGE OF TOTAL REQUIREMENT FOR GRADUATION REPRESENTED BY REQUIRED HUMANITIES COURSES, FOR INSTITUTIONS CLASSIFIED ACCORDING TO HIGHEST LEVEL OF DEGREE OFFERED

Percentage of Total Requirement*	Highest Level of Degree Offered (Number of Institutions)			
	Bachelor's	Master's	Doctor's	All Institutions
50+	8	4	1	13
40-49	14	7	....	21
30-39	61	19	7	87
20-29	52	42	20	114
10-19	22	16	10	48
0-9	1	....	3	4
Total	158	88	41	287**
Median	31.0%	26.7%	23.7%	28.0%

---

*Determined for each institution by dividing total number of required hours in the area of humanities by the number of hours (e.g., 132 semester hours) required for a bachelor's degree. In the case of complex universities, data refer to the program in arts and sciences only.

**Necessary information not available for two of the 289 institutions represented in Table 3.

courses in institutions classified by highest level of degree offered.[4]

In general, it appears that freshman English and history constitute the major service operations, for less than 3 per cent of all institutions do not list specifically designated courses or hour requirements in these subject areas. More than three fourths of all institutions list requirements (specific or optional) in foreign languages (83 per cent) and in literature (some 76 per cent). On the other hand, less than one half of the colleges list requirements in art, religion, music, and philosophy.

These variations in subject area among general requirements for graduation are matched by variation among colleges in terms of the proportion of the total graduation requirement which is accounted for by required humanities courses (see Table 4).

The median (all institutions) is roughly 28 per cent, with the highest median value of 31 per cent being found among institutions offering only the bachelor's degree; in more than one half of such institutions 30 to more than 50 per cent of all courses completed by undergraduates are in the area of humanities as defined for this study. In only about one fifth of institutions offering the doctorate are arts and science undergraduates required to take as much work in the humanities.

HUMANITIES REQUIREMENTS AND OPINION REGARDING THEM

The foregoing sections have pointed up the general role of various humanities disciplines or subject areas in general requirements for graduation in regional institutions. We now turn to an examination of the characteristic patterns of requirements within each of the subject areas included in Table 3. The opinions of deans and humanities professors regarding requirements and their recommendations for change, as determined through interviews on fifty-six campuses, provide a significant evaluative context.

THE "FRESHMAN ENGLISH" REQUIREMENT

Only six colleges, it would seem, require no freshman English. Six others allow options with courses in literature, presumably for superior freshmen. Thirty-two others list hour requirements only. Of the 243 listing specific requirements, 112 list courses in grammar and composition, nineteen in composition and literature. Forty colleges require a combination of grammar, composition, and speech; six a combination of composition, literature, and speech. Twenty-six have something called "written and oral composition."

---

[4] As reported in U. S., Department of Health, Education, and Welfare, Office of Education, *Education Directory*, 1958-59, Part 3 (Washington: U. S. Government Printing Office, 1959).

Two require speech only. Twenty-four list "communication" courses as required, and one might suppose that courses so named include a speech component but for the fact that six of these list an accompanying speech course as required. Seven of those listing "written and oral composition" also have a speech listing as well. Freshman English courses range from three to ten semester hours offerings generally. By all odds, however, the six semester hours course is the most common. Of these there are some 187.

Opinions Regarding Freshman English

Some 61.5 per cent (112 of 182) of humanities professors and 61.0 per cent (25 of 41) of deans indicated during interviews that they were generally content with the freshman English offerings on their campuses. English professors expressed about the same degree of satisfaction as humanities professors generally; some 64.7 per cent indicating general satisfaction.

Among these expressing discontent, some were just generally critical of results. Said one, "English is a foreign language to our students." And, from a modern foreign language man at a major university, "Instruction is completely unsatisfactory. Students have no concept of structure or grammar or knowledge of vocabulary." Lack of adequate emphasis upon reading and writing was stressed by several. One president remarked:

> I am convinced that the greatest weakness of present American education is the inability of the whole system to develop in students proper reading habits and consequently proper powers of discrimination.

A substantial number indicated that current offerings in freshman English were good for some but not for all; too difficult for all but the superior students or satisfactory for the poorer students but inadequate for the better ones.

Suggestions for Improvement

Some of those interviewed had suggestions for improvement. At institutions with graduate programs, doing something about the use of graduate assistants in freshman English courses was a frequently mentioned suggestion. Among these individuals the general attitude seemed to be that "there are too many green teaching fellows."

Another point of view was that student performance would be substantially improved if enforcing accuracy in written and oral communication was a total faculty responsibility. One pointed to this lack as evidence of failure in inter-departmental relations and responsibility.

The use of proficiency tests rather than course credit was recommended by some, who indicated that the resulting emphasis upon knowledge and performance would, to some extent, take care of both the superior and the poor student. A few voiced a sentiment harbored in academic spheres for many decades—"Let's abolish freshman English entirely!"

Perhaps the words of one English chairman express something of a general view:

> . . . what we need is better correlated training through two years which will give the student more intensive training in clear writing and a higher degree of reading skill. This is badly needed. We're kidding ourselves that we are doing what we should for the general student. I don't know a program in the region that is doing it.

THE HISTORY REQUIREMENT

In history, specified courses are about equally distributed between European or world history and U. S. history. There are some ninety institutions where the former are among the requirements, some ninety where U. S. and state history—most of the latter in Tennessee, Texas, and Virginia—are listed. Some fifteen list only hour requirements. Thirty-six have a social science cluster. Most of the thirty-four options permit a choice among European, World, or U. S. history. Two list philosophy as options.

Options Regarding History Courses

Of the 155 humanities professors who expressed themselves on history offerings on their campuses, eighty-four are not satisfied, seventeen are not. Where civilization courses are involved thirty-five humanities professors and deans are generally satisfied, twenty-six are not. Where American history is involved, fifteen professors and deans are generally content, twenty-seven are not. Where there is a combination of world and U. S. history, there is, apparently, more general satisfaction. Twenty-three are satisfied, only eight are not.

The interviews yielded much criticism of civilization courses and of American history courses where either is a sole requirement. On the former many such comments as these were recorded:

> There's very little unity to the course.
>
> The course is all jammed up. The results are chaotic. They are trying to do too much.
>
> There's not enough time. They cover too much. Students are beset with details to be memorized.
>
> I would prefer making the present course better or dropping it.
>
> One of the most unsatisfactory courses on the campus . . . heavy emphasis on memory and true-false responses.
>
> It's too superficial, too ambitious.

One history chairman says that he is offering American history as the required course because he doesn't think a civilization course can be done in a year. But many are not happy where American history is required. Some rebel against a legislative imposition, insisting that students have already had such courses in high school, that the courses are too traditional, that they are too provincial.[5] Others comment that a requirement in this area squeezes out history courses in other areas and hence ruins enrollment in these areas. One dean observed that, on his campus, the History Department has to offer advance courses in history without an introductory ancient history survey.

There is unhappiness in some quarters over distribution requirements, and these are frequently interpreted as a compromise arrangement. "It is the only way to avoid conflict of interest between departments," said one. "Our arrangement allows a student to graduate without any history," another stated. "It has been that way a long time and promises to continue . . . a matter of vested interests.[6]

Suggestions for Improvement

No one proposed dropping the history requirement entirely, despite the discontent. Some did have ideas for reform. One suggested that the course might be trimmed to fewer periods and more intensive coverage. Another proposed a course in more contemporary history combining American and world history. A third, noting that history courses as generally given are artificial for freshmen and sophomores, indeed, for most undergraduates, and that a history department is out of place in an undergraduate college, suggested that history majors be developed at the graduate level. "History," he commented, "is one of the great integrative fields for all particularized knowledge. History for undergraduates is largely memorized because they don't know enough to use it properly." Two others wondered whether there might not be a new kind of history course planned—something along the line of a philosophy of history course, where a more penetrative discipline in method rather than broad coverage might be achieved.

---

[5] "We are too damned provincial as it is," opined a history man at a venerable university. "We don't need to cultivate it at the college level." An English chairman at another, commenting on the history requirement there, stated that he would favor an offering that would break up the parochialism of students. In the light of this comment perhaps it should be noted that the one literature requirement there is the traditional survey of English.

[6] At one college the history chairman said that he would favor Western Civilization as a requirement but that, earlier, he discovered that teaching that was "an up-hill fight." "It is much easier," he added, "to teach social science to lower middle-class boys."

THE FOREIGN LANGUAGE REQUIREMENT

In foreign languages, requirements range from six to twenty-four semester hours. Some six institutions have specific requirements in classical languages. A few require languages for both the A.B. and the B.S. degree. In about a score of colleges some option is permitted—modern languages or classical; Greek, Latin, or mathematics; Greek, Latin, or philosophy; languages, mathematics, or fine arts; languages, or chemistry, or sociology. Thirteen require proficiency rather than credit.

Opinions Regarding Foreign Language Courses

Asked whether they felt that the language requirements at their colleges were adequate, ninety-three humanities professors said they were. Only sixteen deans thought so. "It has to be," said one. "That is perhaps the most unpopular requirement among students," said another. "Two years," a third commented, "is not enough time to get an average American interested in another language." There were other expressions of discontent. Eighteen deans do not think the requirements at their schools are large enough; forty-eight humanities professors, most of them from literature, history, art, music, and philosophy, share this view. Some insist that language proficiency, not mere credit, should be required. Some even propose that foreign language competence be required for admission to college. Perhaps for those generally unhappy about the present practice this statement will serve—

> I am not sure what the language requirement does for a student. It doesn't give him access to another literature. It gives him some basis for the spoken language, but not sufficient. If it gives him better appreciation of his own, perhaps it helps. But when I use simple grammatical terms . . . I find that, almost to a person, students are helpless. They don't know what I am talking about.

And perhaps for those who believe that reform is necessary this statement may afford a lead—

> It is not a question of how much foreign language, but of objectives. The more we can determine a student's needs and objectives, the more we can determine and differentiate requirements. Otherwise we simply produce bad attitudes on the part of students by just requiring things in general. In modern languages we ought to try to determine what the student's probable future use will be and then set up the requirements in accordance with these objectives.

THE LITERATURE REQUIREMENT

Some sixty-eight of the regional institutions do not list requirements in literature. One hundred and fifty-seven do. Of these, ten specify a requirement in American literature, either alone or, more commonly, in combination with something else, nineteen a requirement in world literature, either alone or in combination, and fifty-three a requirement in the traditional English survey. Twenty-four colleges require a course of the "types" or "appreciation" form. Most of the options permit a choice between English and American, English and world, or among English, American, and world. A few permit choices between literature courses and courses in grammar and composition.

Opinions Regarding Literature Courses

Sentiment concerning literature course requirements was, perhaps, least pronounced of all expressed. There seems to be a pretty general acceptance of them, whatever they may be. One gets the impression of something that has been around so long that no one notices it any longer. But a few judgments were expressed. Where there are specific requirements in English or American literature alone, we asked whether there was general satisfaction with them. Forty-nine humanities professors and ten deans were content. Twenty-eight humanities professors and nine deans were not, feeling that world litreature should properly be included among the requirements. Where world literature is a specific requirement only one person does not like the arrangement. At one university where American literature is the only specific requirement, only one of four departmental heads was pleased. At several where a survey of English literature is the only requirement, complaints were voiced that the courses seem to be designed, not for the general students, but for departmental majors and are, hence, "too narrow and too specific." On one campus a chairman felt that their survey of English was "a dead, out-moded course."

Remarkably perhaps for our time, world literature courses are, in some quarters, viewed with disfavor and not, it seems, because of the quality of instruction associated with them so much as the content itself. At one college where a choice is being contemplated between the conventional survey of English and a world literature course, the director was told, "We will have to convince some of the older faculty." At another, comment has it that no one in the English Department would support the earlier requirement in world literature there. At a third campus world literature was a requirement for the College of Commerce only. Here, it was explained, students in that area are "not up to taking the English survey course." At a fourth campus world literature is an option for all students except English majors. They may take the course as an elective only.

THE ART AND MUSIC REQUIREMENT

On most campuses considerations involving art and music as requirements are so closely related that it would seem appropriate to discuss requirements in these areas together. There is, it seems, only one institution where there is a definite requirement in music as the only requirement in the area of the fine arts generally. At some thirty-eight, courses specifically named as requirements in music appear. Fifty-eight colleges have specific requirements in art, these usually taking the form of a two-semester-hour or three-quarter-hour offering. More than half of these are coupled with a requirement in music of about the same dimensions. Generally the options for both of these are limited to the areas of art and music. But they do extend into other humanities areas—literature, speech, languages, drama, for example. In some instances the choice extends to philosophy and/or religion. But there are more puzzling combinations. One institution permits choice among courses in art, music, geography, psychology, economics. One designates fine art credit to be selected from courses in art, music, physical education. Another includes health among the possible choices. A fourth allows credit for either a survey of art course or a course in the New Testament or the Apostolic Age. Another lists psychology and mathematics as alternate possibilities. Two or three list natural science courses. At least two suggest a choice between art appreciation and ROTC. Perhaps this represents the most liberal provision.

Opinions Regarding Art and Music Courses

Art requirements, where there are such, are not, it seems, generally resented or criticized. But, where they are lacking, sentiment is only slightly more in favor of something's being done about it than not. With music it is about the same. Deans and humanities people occasionally express a kind of nostalgic longing for something more in these areas for students, but, in the same breath, a kind of resignation as well that there is probably little or nothing that can be done. Generally they seem to feel that the best possible arrangement is the multiple-choice one, admitting at the same time that, where a broad choice is permitted, the previous conditioning of students generally makes for a four-or five-to-one choice for something other than art courses. Many point to the pressure of departmental interests, particularly those of a more "practical" sort—sociology, psychology, and the like—and the consequent difficulty of having such things as art and music even considered as essentials. At only a few are other means of providing significant experience in these areas for students being sought. Two, for example, are now projecting four-year assembly series planned to acquaint their students in a systematic and effective way with these areas.

Many art and music teachers do not want requirements in these areas. Some hold the conviction that these fields are for an elect. Others shudder at having to offer required courses with their usual burden of unselected students. There are many, too, who still feel that instruction, to be really effective, must be individualized, a position from which professors of literature and history seem to have been generally routed. Only rarely was there a man in art or music who seemed to be genuinely concerned that every student on the campus have some significant experience with his specialty.

THE INTEGRATED HUMANITIES REQUIREMENT

Inasmuch as so-called "humanities" courses are often courses combining instruction in art and music or these in combination with other humanities content, it may be noted here that there are, it seems, only some thirty institutions of the region which specifically require courses so named, though others are planning such. A few courses so-called, as noted, are simply literature courses. While judgments concerning integrated humanities courses are presented in another portion of this study, it may be reported here that, on the campuses visited where an integrated humanities course was among the requirements, sentiment was about three- or four-to-one in favor of the offering.

THE RELIGION AND THEOLOGY REQUIREMENT

Sixty-four colleges have specifically required courses in religion and theology. Twenty-eight others have specific hour requirements. Sixteen permit options. Theology serves an important role, of course, for Catholic students at Catholic institutions, requirements at seven extending to sixteen semester hours. Even more is required at some others. Of other church-related colleges some forty-nine require a course in the Bible or a study of the Old and New Testament. Options are relatively sparse, though there are, on some campuses, choices among courses in religion, Bible, and philosophy. Two denominational institutions have recently relaxed an earlier requirement in religion or Bible to allow for a choice between courses in religion and philosophy. Only one institution, it appears, has a specific general requirement in comparative religion. It is a non-sectarian college. Interestingly, two or three deans at non-sectarian institutions expressed a wish that they could provide serious offerings in that field.

THE PHILOSOPHY REQUIREMENT

Two hundred and six institutions of the region list no requirement in philosophy. Only eighteen list specific course requirements, and these are about equally distributed among history of philosophy, logic, and courses of the "Philosophy of Living" type. Some twenty list hour requirements, two requiring twenty-six semester hours, three, twenty-four semester hours, one, twenty-four quarter hours. The commonest requirement seems to be the three semester hour course. Options are permitted in some forty-five colleges, and these range from a philosophy or religion unit to choices between philosophy and mathematics, philosophy and psychology, philosophy and foreign languages. There are, however, ampler possibilities. Several bulletins list a requirement of six semester hours which may be taken from among courses in economics, history, political science, sociology, anthropology, geography, and philosophy. One extends the list to include courses in education.

Our tabulation shows requirements in philosophy to be at the bottom of the academic totem-pole. Contrariwise, responses to questions concerning curricular reforms showed that the area of philosophy is perhaps that area of the humanities most in the attention of the humanities people themselves and of deans as well at present. Correspondingly, the comments and judgments made on offerings in this area were very interesting.

Opinions Regarding Philosophy Courses

Of course, at some institutions, notably the Catholic universities, philosophy has never ceased to play a major and central role in the education of the undergraduate. At Loyola University at New Orleans, for example, philosophy courses are required throughout the four-year undergraduate program. Formerly such courses were four semester hour courses. They are now six semester hour offerings. At many regional institutions, however, philosophy courses and departments have dwindled and disappeared. One of our major universities, for example, offers only four courses in philosophy. Another much-respected institution has only this year re-established its Department of Philosophy. The concern developed in these areas is, therefore, heartening. Of the humanities professors contacted at institutions where there are no present requirements, twenty-nine were not concerned, fifty-one were. At the same institutions, eleven deans were generally content with no requirement, but thirteen were not.

Of those who do not favor a specific requirement, several say that a requirement would mean too many unselected students. Now, they say, philosophy courses get the better students only, and what can be done voluntarily is better than by requirement. The courses, they insist, have a better status with students as electives. One philosophy professor said that he thinks a requirement in that area for the general student is desirable, but, he added, "many teachers of philosophy would not be able to give such."

There was strong criticism in many quarters of the options allowed. One philosophy professor said the arrangement at his college was a faculty compromise of 1915. Another pointed to the fact that, at one time, there was some reasonable connection between philosophy, psychology, and sociology. "But," he concluded, "they are simply not comparable alternatives at all now." Many observed that, in all such combinations, philosophy generally comes last in student choice.

Renewed Promotion of Philosophy

In a few institutions the faculties have hit on other effective means of introducing students generally to philosophy and its concerns. At several the philosophy component in an integrated humanities course serves this purpose well. "In twenty years," said one dean, "nothing here has more vitalized the life of the college and the life of learning than the general education courses." At another college a course in the literature of philosophy has been introduced as an option with world literature as "part of an effort to dignify philosophy once more and re-establish it as the mother of the sciences." At several other colleges, professors of philosophy, teaching in either the integrated humanities courses or the civilization courses, represent the values of their discipline so well that the deans and they feel there is no need for a specific requirement to assure contact. They base their judgment on the substantial election of philosophy courses by students who have had the other offerings.

QUESTIONNAIRE DATA ON REQUIRED HUMANITIES COURSES

While the bulletin analyses and the interviews with deans and humanities professors yielded much by way of information and opinion relative to the role of the humanities among requirements, other kinds of information as well seemed requisite to any general consideration of the subject. What changes have occurred in general institutional requirements in recent years? What is the feeling about the proportionate credit allotment to the humanities, the natural sciences, the social sciences in the general requirements? What is the role of the humanities in certain specialized curricula? How do the professors outside the humanities on the various campuses feel about the humanities requirements? Do they regard the specific courses required as the most suitable? Would they prefer something else? What role would they have the humanities play in their departmental major programs? These and related questions were included in the questionnaires addressed to deans and professors outside the humanities at the institutions selected for more intensive scrutiny. Questions concerning major administrative matters were, of course, addressed to the deans only. Similarly, questions relative to departmental major programs outside the humanities were addressed to the corresponding chairmen. Where, however, the judgment of both deans and non-humanities professors was relevant, the same query was addressed to both.

CREDIT ALLOTMENT AND CHANGE

To get some lead as to the general curricular context of the humanities courses required for graduation and, possibly, as to the likelihood of some modification in graduation requirements within the near future, it seemed appropriate to first ask the deans,

> **Have the general institutional requirements for graduation in any or all of the areas listed below been changed quantitatively within the last five years? If so, please indicate the nature of the change.**

This is what the deans reported:

Area	*No Change*	*Increased*	*Reduced*
The humanities	31	12	2
The natural sciences	36	7	2
The social sciences	37	7	1

Then it was asked,

> **Within the last five years at your institution has any quantitative change occurred in the humanities phase of the general requirements for completion of, or graduation in, the following curricula?**

With these results:

Area	*No Change*	*Increased*	*Reduced*	*No Response*
Business	31	8	....	6
Engineering	17	14	1	13
Pre-law	29	6	....	10
Pre-medical	29	8	....	8
Professional Education				
Elementary	30	5	2	8
Secondary	30	7	1	7
Natural Science	34	7	2	2
Social Science	34	8	1	2

Keeping in mind that somewhat more than one-fourth of the deans indicated that the hour requirement in humanities had been increased during the past five years, it is of interest to examine the views held by deans and by professors outside the humanities regarding the current proportionate allotment to humanities, natural sciences, and social sciences, respectively, in the general institutional requirement for graduation. As shown below, the great majority

Area	Proportionate Allotment for Area in General Requirements Is					
	Too Large		About Right		Too Small	
	Deans	Prof.*	Deans	Prof.	Deans	Prof.
Humanities	....	12.4	77.8	64.1	22.2	20.0
Natural Sciences	4.4	3.4	84.4	63.4	10.2	29.0
Social Sciences	....	6.9	86.7	62.8	13.3	26.2

of deans felt that the current proportionate allotment to the various areas was about right and about one-fifth thought the humanities' share to be too small. On the other hand, professors outside the humanities, as compared to deans, were less generally convinced that current allocations were satisfactory—less than two-thirds in any area—and, while about one-fifth of them thought the humanities allotment to be too small, more thought the natural sciences and social sciences were under-represented in the general requirements and some 12 per cent thought the humanities allocation was too large.

In view of evidence that a relatively substantial proportion of total degree requirements is now accounted for by required work in the humanities, as previously shown in Table 4, and the judgments of these faculty members outside the humanities areas, a comment of one dean is of considerable interest since it may have some degree of relevance for many institutions:

> From my point of view, as dean and as an historian, I believe that the Humanities have played and are playing an unusually important part in the life of this University. If History is included, as your questionnaire states, then the Humanities at . . ., from a quantitative standpoint, occupy either by choice or by requirement, the attention of most of the students who are candidates for the B.A. degree. It is possible, for example, for a B.A. candidate to get through this University with only six hours in the social sciences and only eight hours in the natural sciences, and if a student is allowed advanced placement credit in science, it may be possible for him to receive a B.A. without any natural science. I think this will prove the point which I earlier referred to, that from a quantitative standpoint the Humanities are certainly not discriminated against here. In fact, I would like to see the requirements raised for the natural sciences and the social sciences, without in any way reducing the requirements for the Humanities.

ARE PRESENT REQUIRED HUMANITIES COURSES SATISFACTORY?

Both deans and professors outside the humanities were asked further whether they felt that the particular humanities courses now included in the general requirements for graduation at their institutions are the most suitable their college can now provide. Of the deans, 73.4 per cent believed that they are. However, only some 58 per cent of the professors outside the humanities thought so.

---

*Percentages for non-humanities professors do not total to 100.0 since about 4 per cent failed to respond to this item.

The subject was then pursued somewhat further with the professors outside the humanities. And, in view of the extent and quality of their views on required humanities work, it was well this was done.

These professors were first instructed,

> **If there are particular courses in the humanities among the general requirements for graduation at your college which you regard as unsuitable for the general student, please list them, and, using the code, indicate your reasons for believing them so.**

Some twenty of 145 respondents listed courses and criticisms. Some forty courses were cited. Of these, three were integrated offerings. One professor found a course too comprehensive; one believed a course was at the wrong level; one simply blamed the teacher. There were two complaints against philosophy courses as being at the wrong level. One requirement in religion was attacked as being too large. One in music was inappropriate. Four courses in fine art were cited, and these were criticized as being too specialized, too difficult, more appropriate for art majors. Eight history courses were named—two as being too specialized, two as too comprehensive, one at the wrong level, one as more appropriate for history majors. One was said to be too brief! The area most criticized was that of English language and literature. Some freshman courses were adjudged to be too elementary. Several literature courses were criticized because they were restricted exclusively to English literature. Two were said to be too comprehensive. Five were said to be too specialized for the general student. And six more were said to be more appropriate for English majors. At one major university, a professor observed, "Many of our required courses are more appropriate for departmental majors." In all, of the forty criticisms levied, twenty-two were against offerings in this area. In the over-all, sixteen of the forty judgments were directed, not at the content, but at the purposes, methodology, or philosophy of the course—"too specialized," "more appropriate for majors in the department."

WHAT COURSES NOW OFFERED WOULD BE BETTER?

Where there was discontent, the respondent was asked what humanities courses now offered at the institution he would regard as more suitable as required work for the general student. Only a few deans had time to write in comment here. But, where there was comment, several wanted to include other foreign language work, other courses in philosophy, one, an integrated humanities offering. It seemed a concern for allowing students more range in language and philosophy was a prevailing one. One dean said that he would not care to include any other courses as requirements but that he would like to change the content of some existing ones. Another stated, "We have perhaps enough courses, but the content, methods, and articulation and orientation among the courses could be improved."

Among the professors outside the humanities, about a third cited courses preferable. In many instances, it appeared that the respondent thought of his recommendation as an addition to the present requirements. Many suggestions for courses in music and fine art, the modern languages, speech, and philosophy seemed to be proffered in this vein.[7] Then there were many suggestions for change of content—in history, world history, history of ideas, intellectual history of the U.S., even historical method, instead of the usual U.S. history, for example. In some it was a matter of a change of field—world literature in place of a survey of English, for example. Several wanted speech put into the English requirement. Change of emphasis was also stressed. "We should put more emphasis upon Asia," suggested one. Another wanted more science content in the humanities.[8] There were five suggestions for more modern language work and music, nine for more fine art, ten for modifications of history. But the most impressive feature of this phase was this—of seventy-five courses cited as preferable, twenty-eight were philosophy courses.

---

[7] A psychologist commented, "I consider mathematics as properly belonging to the humanities, though I seem to be almost alone in this position." This will remind us of a recommendation made in *Higher Education in the South*, "More especially because of its inherent humanistic worth, mathematics should receive careful consideration in every institution as an introduction to humanistic values," *op. cit.*, p. 35.

[8] In connection with this, we should consider a statement of Dr. Barnaby Keeney, President of Brown University, made in a lecture, "Relevance and Literacy in the University," given at Florida State University in 1958:

> "The basic difficulty, however, is that the humanists have ignored a very important part of man's activities in their study of man's action, writings, and works of art, and that is, of course, the development of science and technology. Very few professors of English could give much consideration in their courses to the development of science and technology in contemporary society, for they do not know anything about it; they do not know anything about it because they have never studied it seriously. The same is true of many professors of history. Until this deficiency is corrected, there will be a certain vagueness in the humanities; they will not be complete even in what they assert themselves to be—the record of man's thoughts, activities, and problems. The impact of science upon the 20th century is as basic and as important a problem to the people who live in the 20th century as sex, which has received somewhat more than its share of attention in literature."

WHAT COURSES NOT OFFERED WOULD BE BETTER?

Respondents were asked further what humanities courses not offered by the college they would prefer as general requirements. Of forty-five deans so queried, only twelve expressed a preference. One hoped for an art course allowing for individual participation. One, where there are at present no courses in philosophy, hoped to have these provided. Three deans mentioned courses of an unusual character—a course in anthropology or archaeology, a course in Asian culture, a course in general linguistics. Eight said they would prefer courses of an interdisciplinary character for the general student. Some of the comments follow:

> Our general education course in the humanities is truly interdisciplinary. I would like to see more of these. Of the eight we require, about half are.
>
> (Dean of a liberal arts college)

> I'm looking to a two-year sequence of integrated courses in fine art, literature, and philosophy.
>
> (Dean of a technical university)

> We need new courses that would coordinate better the work now done in the various departments teaching courses in the humanities.
>
> (Dean of a technical institute)

> Rather than a series of isolated courses, I would prefer integrated courses in the sciences and the humanities.
>
> (Dean of a state college)

> I would like to see some general courses for upper classmen which would explicitly present the intellectual synthesis of modern times.
>
> (Dean of a private university)

Fifty of the one hundred and forty-five professors outside the humanities listed courses in the humanities not now offered [illegible] their institutions but preferred as required courses. Fifty-six offerings were listed or described—one each for anthropology, archaeology, philosophy of science, and religion; two in music, four in fine art, six in history, seven in integrated humanities work, fifteen in philosophy, eighteen in language and literature. A mathematician spoke for a course "in the major philosophies of the world, how they developed, their impact on the present." A chemist wanted "a course in the basic philosophies underlying American thought in religion, government, and the like." Another sought "a course which would help the individual live in a scientific age by dealing with the impact of science on history, religion, and the like." A physicist wanted a course in "philosophic arguments for and against the religious point of view." Another science man wanted a general course integrating science, art, philosophy, and history. An economist hoped "something could be done in English so that they (sic) would not consist of composition and literature in separate pockets." Several—a sociologist, a chemist, and an engineer—look for courses in history which would afford "an analysis of the forces which have molded the U.S. into a country . . . (something) more than the history courses now offered." A biologist suggested a course affording "a discussion of selected books from literary and scientific fields, offered by the professors in the separate departments . . . to stimulate the student to read more widely in each area for his self-education." Some were not explicit, but the position seemed to be that they felt that the general student could be better served by the people in the humanities. Perhaps the statement of a biologist represents their position generally:

> I feel that the traditional courses—and ours are of this character—do not do for the student what individual, citizenship, and scholarship needs dictate for an educational program for the present world.

COURSES NON-HUMANITIES PROFESSORS PREFER FOR THEIR MAJORS

It may be that these professors were thinking largely of their departmental majors when they made these observations. Just to see whether they might make some differentiation between the needs of the general student and the needs of their own departmental majors, they were then asked,

> **Do you feel that the particular humanities courses now included in the general requirements for graduation at your college are the most suitable your college can now provide for your departmental majors?**

Some 67 per cent thought they were. About 22 per cent thought not, and listed courses they would prefer. Thirty-eight courses were listed, among them one in Bible, one integrated humanities course, eight in art and music, seven in history, nine in philosophy, twelve in language and literature. There was no marked emphasis, but in philosophy most called for introductory and logic courses; in history the concern seemed to be most for contemporary U.S. history or civilization offerings.

When asked to name offerings not offered at their colleges which they would prefer as required courses for their departmental majors,[9] the professors cited four in religion—one in Bible, the others in what seemed to be a kind of philosophy of religion course; six suggested integrated humanities courses, seven courses in history—again the interest seemed to be in either contemporary,

---

[9] It would be interesting to learn just how prevalent the view of one electrical engineer is. "I do not believe in courses especially designed for engineering majors," he stated.

"Twentieth-Century Europe," or cultural world history. Twelve named offerings in philosophy, and these ranged from introductory courses in logic or ethics to courses in semantics and philosophy of science. Thirteen cited courses in language and literature, where advanced composition was the most frequently named, though English, American, and world literature figured as well. The impulse here was clearly the same as that prompting suggestions of courses offered but not required. Though art disappeared from the listing, while it was represented by eight entries in the former, and integrated courses increased from one in the former to six here, philosophy and language and literature still led in the interest of the respondents.

When asked to tell why they regarded certain humanities courses required at their colleges as unsuitable for their departmental majors, twenty-nine of these complied. Three objected to a foreign language requirement, not believing it justified. An anthropologist and a sociologist at the same college objected to the Bible course, saying it was more appropriate for religion majors. Two objected to integrated humanities courses, one saying that theirs was too comprehensive. Two disliked logic courses, one of them saying it was at the wrong level. Two objected to music or art courses, giving the same reason. Four history courses came in for judgment—one each for being too specialized, too comprehensive, more appropriate for history majors, and too sketchy. One communication course was said to be at the wrong level. More interesting, of the twenty-six offerings criticized, ten were of the same character, the kind of course one often finds among distribution requirement listings, courses offered by separate departments as their part in sharing the burden of required courses, courses intended to serve both the departmental major and the general student. Two of these were tagged "anachronistic luxuries." Others were said to be more appropriate for the majors in the several departments. Perhaps the comment of a biologist would have significance here:

> I believe that in all courses that are required courses . . . that all the faculty making such pre-requisites should collaborate in determining what the courses should contain and aim to do—not just the specialist who may give the course or even the staff of the departments in which they fall. Students would then get far better instruction.

HUMANITIES COURSES IN NON-HUMANITIES PROGRAMS

When the professors outside the humanities were asked,

Do the programs of your departmental majors regularly include more courses in the humanities than are minimally required by the college for graduation?

About 44 per cent said they do. Slightly more than 50 per cent said they do not. Sixty-five gave reasons why it was that their students' programs do include more such courses. One said that his department believes in minimum major requirements and "a broad, cultural spread in liberal arts." Thirty-five indicated that the students themselves see the need for such and request them. Some eleven responses indicated that the department simply requires these extra courses. Forty-six revealed that members of the departments, in counseling students, regularly recommend such.

There were seventy-two responses to a query why departmental majors do not take more than the minimal number of humanities courses required. One said the requirements make adequate provision for such. Another observed, "The meager elective span is utilized to develop a functional secondary specialty." "Seven cited scheduling difficulties. Seven said the courses open to their majors are not the ones they really want. Twenty-one indicated their students express no interest in such.[10] Twenty-six stated that the major program includes too many required courses. Forty-nine indicated that the major program and the general requirements take up practically all of the student's elective time.

Asked then whether they think that their departmental majors would profit from having more humanities courses than are required, seventy of the 145 professors participating thought so; fifty-six did not share the judgment.

HUMANITIES CONTENT RECOMMENDED BY NON-HUMANITIES PROFESSORS

Our colleagues from the other liberal arts disciplines were then asked to do something very difficult. Nine areas of the humanities were listed which are normally present, at one college or another, in the general requirements for graduation, and the respondents were instructed to rank them, first in the order of the relative emphasis they would place on them as parts of the total undergraduate program of their own departmental majors and then as parts of the program of college students generally.[11] Tables 5 and 6 reflect their judgments.

English composition—undoubtedly here associated primarily with freshman English—easily ranks first with these, presumably much prized, though generally much damned as well. Foreign language is well up together with history and English literature, but it is interesting to note that, while 32.4 per cent placed foreign languages higher for their own majors, 33.8 per cent placed English literature higher for the general student, only 2.1 per cent for their majors. And philosophy, with an average ranking of approximately four, is ranked higher for majors than for students generally by 24.8 per cent of the professors, and would appear to be in higher esteem generally than, certainly, it would have been only a few years ago.

---

[10] A comment from a publication of the Institute of Higher Education seems appropriate here:

"Recent discussion with liberal arts professors on several campuses elicited repeatedly a concern about their inability to find for their advisees suitable courses in other departments. The complaint was essentially that some departments affiliated with arts and science faculties have absolved themselves of responsibility for providing broadly conceived introductory courses for the non-major." Paul L. Dressel, Lewis B. Mayhew, Earl J. McGrath, *The Liberal Arts as Viewed by Faculty Members in Professional Schools* (New York: Institute of Higher Education, 1959), p. 60.

[11] "This," observed one of these, "is like rating the relative importance of the various legs of a three-legged stool."

TABLE 5

AVERAGE RANKINGS OF NINE HUMANITIES SUBJECTS BY NON-HUMANITIES PROFESSORS AS TO THEIR RELATIVE IMPORTANCE IN THE UNDERGRADUATE PROGRAM OF THEIR OWN MAJOR STUDENTS AND FOR STUDENTS GENERALLY

Subject	Major Students	Students Generally
Fine Arts	6.5	6.4
History	3.2	3.5
Classical Languages	7.5	7.6
English Composition	1.6	1.5
English Literature	3.9	3.3
Modern Foreign Languages	3.8	4.4
Music	7.0	7.0
Philosophy	4.1	4.4
Religion	6.4	6.5

TABLE 6

PERCENTAGE OF NON-HUMANITIES PROFESSORS REPLYING WHO PLACED THE SUBJECT FIELD (1) HIGHER FOR THEIR OWN MAJORS, (2) HIGHER FOR STUDENTS GENERALLY, OR (3) SAME

Subject	Own Higher	Generally Higher	Same
Fine Arts	11.7	24.1	51.0
History	10.3	23.4	55.9
Classical Languages	13.1	13.8	60.0
English Composition	1.4	8.3	79.3
English Literature	2.1	33.8	54.5
Modern Foreign Languages	32.4	10.3	46.2
Music	13.1	20.0	54.5
Philosophy	24.8	9.7	55.2
Religion	15.2	11.7	60.7

SUMMARY

The humanities content in requirements for graduation varies from some 6 per cent to 86 per cent in institutions of the region. But generally, as shown by the prevailing requirements in language and history, humanities courses currently play perhaps the largest role among "prescribed" or "required" courses in the undergraduate programs of our region. Certainly, as the conventional freshman English requirement demonstrates, they play the most constant role as well. Moreover, their present importance to the curricular program and a token as well of their future potential role are reflected in the opinions of deans and professors outside the humanities areas.

General requirements in the humanities have been increased at twelve institutions within the last five years. Moreover, in the fifty-eight institutions surveyed, the humanities component in more than sixty specialized programs such as engineering, business, medicine, and the social sciences, has been increased. Again, when asked whether they felt that the present requirements in the humanities among the general requirements were too large or too small, none of the deans thought them too large and 22 per cent thought the requirement too small. Of the professors outside the humanities, 20 per cent thought the requirement too small. Forty-four per cent of these stated that programs among their majors normally include more than the minimal requirement in the humanities. Seventy of 145 stated further that they believe their majors would profit from having more humanities content in their programs.

In this context, judgments on the required humanities courses gain, perhaps, greater cogency. Some 38 per cent of humanities professors interviewed expressed discontent, for example, with the freshman English offering at their college, and a similar proportion of deans indicated some dissatisfaction. Concerning history, the next most prevalent requirement, there is somewhat greater discontent; 46 per cent of humanities professors expressed dissatisfaction, as did half the deans. More than one third of humanities professors did not think that the foreign language requirement at their college was adequate; eighteen deans shared this view. In literature, too, there was adverse comment. Where English or American literature alone was the requirement, some 29 per cent of humanities professors and about half the deans were dissatisfied with the provision.

Some thirty humanities courses in the region seek to include some elements of art and music. There are, too, at a few institutions, efforts to provide some significant extracurricular experience in these areas for students. In general, however, though their role in general requirements is modest, the prevailing sentiment seems to be that little more can be done about it.

There is little general interest in providing courses in religion of a broad nature for the general student, seemingly, but in philosophy there seems to be a substantial and increasing concern. Of some eighty humanities professors queried, 64 per cent felt this component should not be slighted, and more than one half of the deans felt the same.

The prevailing scrutiny under which required courses in the humanities are being offered is token, perhaps, of the failure of many to meet the needs of students as judged by professors. Some dissatisfaction one could discover at any time. But so many expressions of concern from so many different persons on so many campuses suggest that many of the offerings are not now meeting the full expectations of many interested persons. True, the very concern itself is evidence of the climate of general esteem and good will in which teachers of the humanities work. They may well be encouraged by the expectation that courses in these subjects can be made to serve students more effectively.

But, to judge from campus comment, this task is becoming increasingly difficult. For the area of required courses is, on many campuses today, an area of increasing tensions and difficulties. As enrollments continue to swell and sections of courses to increase in number, humanities professors, who are already bearing the major burden of requirements in many institutions, are feeling, perhaps more than others, the increasing pressures and problems attendant to these conditions. Freshman English sections, for example, continue to increase alarmingly with each fall, and they are, it appears, increasingly being staffed with anyone live enough to make it to the classroom with some regularity. Moreover, where conscience and professional concern are really alive, other problems are arising. Departmental chairmen, seeking to maintain quality in the required courses, strive to assign some regular departmental members to them each year. But, as classes swell to several times their former size, even the veteran teachers begin to feel frustration and despair. Techniques effective in normal class situations often falter and fail in mass ventures. Besides this, to have departmental regulars staffing the required courses to any appreciable degree is often to bleed departmental offerings at the upper levels. Advanced courses are offered less frequently or abandoned altogether. In some departments on some campuses a marked attrition is already apparent. What happens, then, to departmental majors and minors?

Since it seems to be the humanities people who realize these difficulties most acutely, perhaps it will be they who will first seek to meet these new conditions with the requisite enterprise, intelligence, and imagination. It could be they who will first contemplate alterations of course format and content, departmental policy and service—departmental philosophy as well. Perhaps more than many others, the humanities professors understand the complexity of these problems. Perhaps more than many others, they possess the breadth and flexibility of view which could make for effective reform. If so, they are now in a position to render signal service to their colleagues and their students.

CHAPTER III

STATUS AND SERVICES IN THE HUMANITIES

Closely related to a concern for the present role of the humanities in general requirements for graduation and in major and minor programs outside the humanities proper are an interest and concern among the humanities people for the extent and quality of service humanities departments are rendering—or are thought to be rendering—and the general regard—or want of it—humanities teachers and their subjects enjoy on the campuses and off. The inquiries preliminary to this study disclosed a widespread uneasiness among humanities people as to the relative drawing- and holding-power of the humanities as separate campus disciplines *vis-a-vis* other academic disciplines, as to the academic strength and prestige of humanities faculty groups as compared with that of the representatives of other disciplines, as to the role of the humanities in public interest and life as compared with that of the natural and social sciences.

FACTORS AFFECTING STATUS

The pressure of professional requirements imposed by various professional organizations which exercise a controlling influence over college curricula is generally acknowledged. The medical and engineering requirements, the music requirements, the professional education requirements—these and others pre-empt sizable segments of credit time. The general requirements for graduation claim other portions. Major and minor prescriptions complete the squeeze. And so the eager learner finds himself generally hemmed-in.

Then there is the generally acknowledged climate—academic and general—of the "useful," the "practical"—"bread and butter" concerns. This, too, it is generally held, is prejudicial to student choice where the humanities are considered as majors and minors and to the interest of humanities faculties in matters of salary and advancement.[1]

Finally there is the present prevailing public enthusiasm for physical science and its role in national safety and national comfort and the corollary involvement of industry and government in its promotion and subsidization—all of which, it is held, contribute to a lessened emphasis on the humanities generally and even to their neglect.[2]

In some quarters there is only a kind of uneasiness about these matters, in others a sense of futility and resignation, in some an avowed pessimism.

EVIDENCE REGARDING STATUS

EARNED DEGREES

For perspective, it seemed appropriate to look first at the record of earned degrees in the South—in those areas with which we are concerned—for the recent past.

---

[1] "Few people in America today," said one chairman, "understand the value of the humanities. Ours is a 'Business Civilization.'" And this reminds us of the words of Robert Hoopes:

> "There is nothing new in calling attention to the radical discontinuity between the learned life and American life at large. And public misunderstanding of, more accurately, indifference to, the humanities is a part of that larger discontinuity. Only a fool can blink at the fact that America is traditionally not interested in the learned life, in the humanities; the public at large simply doesn't think of the humanities as something that contributes indispensably to the basic experience of the individual." Robert Hoopes, "What Should Be the Shape of Things to Come in the Humanities Curriculum?" Fourteenth Annual National Conference on Higher Education, March, 1959, *Current Issues in Higher Education* (Washington: National Education Association of the United States, 1959), p. 111.

Douglas Bush was even more emphatic:

> "The number of people who really care about this vital tradition is very small, so small in fact that our cultural legacy, which is a good part of all that we possess, could quite conceivably be submerged or swept away, by barbarians within as well as without." Douglas Bush, Address, *Harvard Newsletter* (Cambridge: Harvard Foundation for Advanced Study and Research, September 30, 1959).

[2] "A philologist cannot hope to compete with an atomic physicist for acclaim or for support, nor does this report make any such assumption. It does assume, however, that there is a limit of neglect below which a great nation cannot afford to sink in its support of humane learning." Howard M. Jones, *One Great Society* (New York: Harcourt, Brace & Company, 1959), p. ix.

TABLE 7

EARNED DEGREES CONFERRED IN THE SOUTH IN SELECTED FIELDS AS A PER CENT OF CONTINENTAL U. S., 1949-50, 1954-55, 1957-58*

Area	Bachelor's			Master's			Doctor's		
	1950	1955	1958	1950	1955	1958	1950	1955	1958
Fine and Applied Art									
Art, General	10.0	11.6	24.2	4.1	0.6	8.3	11.1	....	20.0
Fine Art *et al.*	24.4	20.8	16.1	11.0	8.4	5.9	8.3	....	....
Music	25.2	30.3	27.9	8.7	17.0	13.4	8.8	5.9	2.7
Foreign Languages									
Spanish	28.4	27.2	23.7	17.4	19.3	11.8	5.9	17.9	33.5
German	17.0	12.4	12.3	9.9	11.0	8.4	10.0	15.4	20.6
French	23.4	21.3	20.7	11.7	11.5	11.1	5.7	15.4	10.8
Classical	14.9	16.2	11.5	11.5	11.3	4.9	14.3	28.6	13.6
Russian	2.8	3.3	2.5	....	....	....	....	....	....
English	27.4	27.3	27.1	21.1	24.9	20.8	10.0	20.2	15.0
History	28.1	27.5	26.6	23.4	23.7	21.9	12.4	15.8	15.8
Philosophy	15.9	14.9	17.1	13.7	9.1	9.3	1.2	13.1	4.9

*U. S., Department of Health, Education, and Welfare, Office of Education, *Earned Degrees Conferred by Higher Educational Institutions* (Washington, 1949-50, 1954-55, 1957-58). (Religion and foreign languages other than those listed omitted because they were not so classified in 1954-55 and 1949-50.)

This record shows that, for the period 1949-50 to 1957-58, art, Spanish, German, French, English, history, and philosophy show increases at the doctoral level. Two areas—art and music—show increases at the master's level; three—art, music, and philosophy—at the bachelor's level. For the same period only three areas show steady increase—Spanish and German at the doctoral level, art at the bachelor's. Fields showing steady decrease throughout the period include fine art and music at the doctoral level; fine art, French and classical languages at the master's level; and fine art, Spanish, German, French, English, and history at the bachelor's level. Areas showing a decrease between 1954-55 and 1957-58 but not a steady decrease since 1949-50 include French, English, and philosophy at the doctoral level; Spanish, classical languages, English, and history at the master's level; and classical languages at the bachelor's level.

ADMINISTRATIVE AND FACULTY OPINION ON STATUS

Questionnaire Data

Deans and humanities professors were then asked to indicate the degree of their agreement with the statement, "Through the last three decades there has been a persistent decline in general student interest in the various areas of the humanities." As indicated below there was considerable divergence of opinion in both respondent

Respondent Group*	Persistent Decline in General Student Interest in the Humanities				
	Agree Strongly	Inclined to Agree	No Opinion	Inclined to Disagree	Disagree Strongly
Deans	4.4	35.6	15.6	28.9	13.3
Professors	11.7	26.4	15.5	32.2	10.9

*Totals do not add to 100.0 per cent due to non-response to this item by 2.2 per cent of deans and 3.3 per cent of chairmen.

groups, with a slightly greater tendency to disagree with the "assumption" of declining student interest than to agree with it in both groups.

All three respondent groups provided further opinion regarding the status of the humanities, humanities faculties, and other faculty groups, as shown in Tables 8 and 9.

Clearly the judgments reflected in these tables are matters of general impression and are presented as such here. Prevailing sentiment in such matters has interest, certainly, and the fact that so many persons did actually have impressions to voice increases the interest here.

Which subject areas hold most student interest and esteem? As shown in Table 8, it depends somewhat upon who does the judging! Deans and humanities professors place humanities subjects first in the minds of students, social sciences last, and natural sciences in between.[3] Non-humanities faculty members apparently have a somewhat different perspective. Keeping in mind that some 62 per cent of the non-humanities professors who responded were in natural sciences and the remaining 38 per cent largely in the social sciences, it is interesting to note that these respondents placed natural sciences first, social sciences second, and humanities last, though the margin given to natural sciences was small.

Humanities professors and deans felt that, as a group, the humanities faculty was the livest and most dynamic professionally[4] and, again, professors outside the humanities held a somewhat different view—the natural science faculty, according to 42 per cent of these respondents, was livest and most dynamic professionally. Some 12 per cent placed the humanities faculty in third position (Table 8).

In the judgment of deans, the humanities faculty, as a group, enjoys greatest prestige among students, faculty members generally, and with the administration; and they share with the natural science faculty greatest prestige with the general public (see Table 9). Humanities professors believed, as did deans, that the humanities faculty was first with students and other faculty members

---

[3] This is interesting when compared with the institutional classification. See Table 1.

[4] Only seventeen of forty-five deans have academic specialties within the humanities. See Table 2.

TABLE 8

OPINION OF RESPONDENTS REGARDING THE RELATIVE STATUS OF THREE SUBJECT AREAS IN TERMS OF STUDENT INTEREST, AND OF THE CORRESPONDING FACULTY GROUPS IN TERMS OF PROFESSIONAL ACTIVITY

Respondent Category	Percentage Judging Each of Three Subject Areas to Hold Most and Least Student Interest and Esteem*				Percentage Judging Each of Three Faculty Groups to Be Livest, Most Dynamic Professionally**	
	Most		Least			
Deans	Humanities	(50.0)***	Natural S.	(38.1)	Humanities	(38.2)
	Natural S.	(28.6)	Social S.	(33.2)	Natural S.	(19.0)
	Social S.	(9.5)	Humanities	(16.7)	Social S.	(9.5)
Humanities Professors	Humanities	(36.0)	Social S.	(31.0)	Humanities	(32.5)
	Natural S.	(24.5)	Natural S.	(27.5)	Natural S.	(27.0)
	Social S.	(11.5)	Humanities	(12.5)	Social S.	(5.5)
Other Professors	Natural S.	(33.1)	Humanities	(29.0)	Natural S.	(42.1)
	Social S.	(26.2)	Social S.	(28.3)	Social S.	(20.7)
	Humanities	(24.1)	Natural S.	(24.8)	Humanities	(12.4)

---

*Based on the following: "Among the three subject areas [humanities, natural sciences, and social sciences] which, would you say, as judged by the number of students who major or minor in it or who take electives in it, or by any other evidences, holds the most student interest and esteem at present on your campus? The least?"

**Based on the following: "Which group [humanities faculty, natural science faculty, social science faculty] on your campus would you say is the livest, most dynamic, professionally?"

***Numbers in parentheses are percentages. For example, 50.0 per cent of deans thought that the subject area of the "humanities" enjoyed most student interest and esteem; 28.6 per cent of deans throught the natural sciences did so. Some 38.2 per cent of deans thought the humanities faculty to be most dynamic professionally, etc. Column totals for each respondent category do not add to 100.0 per cent since some respondents placed two or more areas or faculty groups on par and a few failed to provide an opinion.

TABLE 9

PERCENTAGE OF RESPONDENTS BELIEVING EACH OF THREE FACULTY GROUPS ENJOY THE GREATEST PRESTIGE WITH DESIGNATED REFERENCE GROUPS

Respondent Category	Reference Groups							
	Students		Faculty		Administration		Public	
Deans	Humanities	(52.4)*	Humanities	(50.0)	Humanities	(28.6)	Humanities	(28.6)
	Natural S.	(21.1)	Natural S.	(14.3)	Natural S.	(21.4)	Natural S.	(28.6)
	Social S.	(7.1)	Social S.	(11.9)	Social S.	(7.1)	Social S.	(9.5)
Humanities Professors	Humanities	(44.5)	Humanities	(38.0)	Natural S.	(29.5)	Natural S.	(30.5)
	Natural S.	(18.5)	Natural S.	(20.0)	Humanities	(19.5)	Humanities	(25.0)
	Social S.	(4.0)	Social S.	(5.0)	Social S.	(5.0)	Social S.	(9.0)
Other Professors	Natural S.	(29.0)	Natural S.	(28.3)	Natural S.	(35.2)	Natural S.	(31.0)
	Humanities	(24.8)	Humanities	(27.6)	Humanities	(23.4)	Humanities	(25.5)
	Social S.	(17.2)	Social S.	(12.4)	Social S.	(7.6)	Social S.	(13.1)

---

*Number in parentheses indicates percentage of respondents assigning highest prestige to the faculty groups. For example, 52.4 per cent of the deans indicated a belief that the humanities faculty enjoyed highest prestige with students, 50.0 per cent thought the humanities faculty enjoyed highest prestige with faculty, etc. Column totals for each respondent category do not equal 100.0 per cent due to the failure of some respondents to provide judgments and the exclusion of judgments that placed two or more faculty groups "on a par" with respect to "prestige."

but that the natural science faculty had more prestige with administration and with the general public.[5] And, finally, professors outside the humanities again saw things differently—the natural science faculty was placed first with all reference groups and the humanities faculty second.

It thus appears that the deans and the humanities people themselves feel that the humanities disciplines and the humanities faculty enjoy a relatively favorable "status" with students and the general faculty, as compared to other disciplines and faculty groups. Humanities professors, interestingly enough, think the natural science faculty enjoys greatest prestige with the college administration although deans indicate that the humanities faculty is viewed most favorably by "administration." Balancing the views, the nonhumanities respondents gave higher status to the natural sciences—subjects and faculty—and to the social sciences.

Comments During Interviews

These same questions were raised during on-campus interviews and trends were quite similar. Certain comments made, while not to be taken as reflecting the prevailing view, are of interest here.

Professors at four public institutions commented on student commitment:

> I think the humanities still lead, but physical science has made the most inroads upon student interest in recent years.
>
> The best students are in physical science.
>
> Physical science often gets the top-notch students, and this gives them prestige.
>
> The better students are inclined to major in the natural sciences.

Professors at three private institutions shared the view:

> We are more popular, but it is a question whether the best students favor us.
>
> On the whole they [the physical sciences] draw a larger per cent of the best students.
>
> Physical science still attracts the most of the best.

There were comments as well on the general status of the humanities. At one private college, it was observed,

> Interest in the humanities has diminished.

At two public institutions, professors commented,

---

[5] An observation from a recent study made by the Institute of Higher Education, Columbia University, may be of interest here. Speaking of the opinions of members of professional schools relative to their colleagues in the liberal arts colleges, the writers observe, "There was a tendency for them to see the liberal arts dean and faculty as most favorable to the liberal arts." Dressel *et al., op. cit.*, p. 61.

> The humanities are definitely a step-child here.
>
> It has been the humanities definitely up until recent times, but now it is physical science.

And a dean at a state university noted,

> It is a sellers' market for physical science now. They cost more than professors of philosophy and languages. Humanities are probably at the bottom of the list for prestige at this time.

Observations from professors at four other institutions were more heartening:

> Professionally physical science holds predominant student interest here in late years. Yet many pre-medical and pre-science students major in the humanities.
>
> (From a private university)
>
> The student body is largely pre-professional. Still the greatest esteem is for the humanities.
>
> (From a private university)
>
> The most significant increase in enrollment figures this year is in the humanities.
>
> (From a state university)
>
> The administration does seem most concerned with physical science. But interest in the physical sciences is not the administrators'. It comes from the outside.
>
> (From a private university)

But perhaps we should not close without quoting an observation from a professor at one of the major state universities of the South:

> In terms of caliber of students, the physical sciences are attracting the best. It is my general impression that the humanities have been going down-grade here. A good many in the humanities once did things, but they are not producing in the same way. Their work was once striking and creative, but they are getting old and they work in the old tradition. The future seems to be with the folks in the other areas. There was a time when the humanities were the central and important function of the campus. But the new men striking out in new directions are largely in physical science and social science.

DEPARTMENTAL OPERATIONS

In view of the widespread concern among the humanities people themselves as to the present role and status of the humanities on the campuses and off, in view, as well, of comments occasionally dropped by deans, professors outside the humanities, and, indeed, teachers of the humanities themselves as to what departments and professors are doing or not doing to promote interest in the different disciplines, it seemed appropriate to seek some information on specific departmental functions, the principles reflected in them, and the impression created by these on the various campuses. In this as in other segments the inquiry was of necessity modest. But some consideration was given to character of departmental course offerings and some of the factors determining them, to departmental programs and the impression they convey, to staff meetings and some of the conditions affecting them, and to the general outlook and role of the humanities professor himself.

COURSE LISTINGS

One cannot read some college bulletins without experiencing a marked sense of unreality. Certain statements about housing comforts, proclamations concerning athletic facilities and achievements, statements of institutional aims, essays on the cultural resources of the campus—these and other elements contribute substantially to the effect.[6] And this make-believe atmosphere often penetrates perceptibly into the area of departmental course listings—into the course listings, it may be said, even of humanities departments. To a careful reader just the number of courses listed for certain departments, in view of their personnel, is unconvincing. True, some departments list certain courses as offered only in alternate years or as not to be offered in a particular year. But many do not. And one's suspicions can be readily confirmed if he will only inquire.

> We haven't given that course in three years. The man who gave it left two years ago, and we haven't been able to get anyone else to give it.
>
> Oh, that course! We haven't given that course but once. It didn't work out at all well.
>
> Oh yes, No. 1234. That's part of the new program. We have wanted to give that one for several years now—ever since it was approved—but we haven't been able to find the man for it.
>
> Yes, we introduced that course several years ago. We continue to list it, but no one ever wants it.

---

[6] One of the regional liberal arts colleges has a most attractive and useful bulletin which opens with a lofty statement of purpose and, in time, gets around to a delineation of the music and art activities of the campus. Two pages are spent on these, and, indeed, the presentation is impressive. Yet one of the veteran professors there commented to me that, last year, only twenty-six students enrolled in music and sixteen to eighteen in art. There is an artist series offered on the campus, but, he said, it is very poorly attended. Dramatic activity has almost disappeared this year, and only fifty or sixty students ever attend band and chorus concerts, this despite the fact that the organizations have received considerable recognition off the campus. Another college lists swimming. But there is no pool—on the campus or off.

It is not a matter of the number of listings only, however. A cursory review of some departmental listings reveals an obvious imbalance between senior and junior college offerings, or between courses in one category and another (English literature or American literature and other items, say, or American history offerings and offerings for other areas of history), or there will appear some items of a markedly esoteric or archaic character while others of a more conventional or, perhaps, appropriate nature will be lacking.

In view of the number and variety of courses listed for many departments of limited personnel, our questionnaire respondents, humanities professors and deans, were asked to react to the following statement:

> **In most humanities departments the tendency through the last quarter of a century has been rather to add courses than to appraise and revise or drop courses.**

Humanities professors responded thus—

	Agree strongly %	*Inclined to agree* %	*No opinion* %	*Inclined to disagree* %	*Disagree strongly* %	*No response* %
Humanities professors responded thus—	13.8	40.6	27.2	9.6	5.0	.8
Deans were more disposed to agree.	15.6	64.4	8.9	11.1	....	....

Factors Determining Courses Offered

The humanities professors, most of whom, it will be remembered, were departmental chairmen, were then asked,

> **What considerations listed below are chiefly operative in determining what courses are offered by your department?**

with these results (in per cent):

Considerations Listed	Chiefly Operative	Least Operative
Specialty of instructor	48.5	12.8
Student demand or request	48.1	10.2
Administrative interest or suggestion	18.7	35.3
Judgment of chairman	39.1	3.8
Joint staff deliberation	76.2	1.3
Needs of students in graduate school	48.1	6.0
Past practice	34.0	16.6
Recurrent appraisal of student needs and interest	62.6	2.1
Recurrent staff evaluation of its services	43.0	2.5

Other considerations written in—none by more than seven respondents—included requests from other departments, requirements for certification, institutional degree requirements, a study of offerings at other colleges, legislative requirements, and the recommendations of professional organizations—NCATE, NASM, MENC, and others.

Perhaps one will first note that the factor regarded as least operative by the greatest, and most operative by the least, number of respondents is administrative interest or suggestion. He will also see that the items listed are not discrete. It could then be that the item indicated as chiefly operative by the most, joint staff deliberation, is a kind of cover-all for other more customary activities. One needs only to participate in departmental staff meetings, for example, to know that they may indeed be a truly organic, joint creative enterprise, or a relatively amicable jockeying for individual interest and advantage, or a polite and quick session in which the chairman announces what he wants done next. All pertinent considerations may indeed be brought out for earnest and sustained scrutiny and discussion. It is almost as likely that they will not, that not all staff persons will be present, that those who are—at one time or another—may arrive late or leave before all deliberations are concluded or even aired, that minutiae of a general administrative nature will pre-empt the allotted time, and that, indeed, simply because it is so difficult to arrange a satisfactory meeting of the whole staff, the chairman will often come at last to arranging matters separately with individual staff persons. There is even the possibility that, by joint agreement, since each staff person has so many pressing individual commitments, the number of departmental meetings will be cut to a minimum or abandoned except for moments of crisis.[7]

STUDENT INTEREST OR NEED

According to the tally, the needs of students in graduate school and the specialty of instructors are clearly substantial factors. Two other items point to the strength of student need and interest in such deliberations. It was, therefore, interesting to compare with these entries responses to an item among the "judgments" previously mentioned. Deans and humanities professors were asked to say how they felt about this statement:

---

[7] We ventured to ask—simply because someone suggested it—whether it could also be that

> "One major reason why some departments seldom or never have regular staff meetings is that the chairman has too many outside professional interests."

But we didn't get much response to that one. Some 45 per cent of the humanities professors—most of whom were departmental chairmen—had no opinion on it. Only 28.4 per cent of them were disposed to agree. Of the deans 40 per cent did not agree. However, 33.3 per cent did. One dean added, "and non-professional." Another added, "How correct!" A third wrote in, "and in some cases just plain laziness."

Both groups readily agreed, however, that

> "Regular, carefully planned departmental meetings are an indispensable function of every efficient department."

Some 86.6 per cent of deans and 77.4 per cent of professors agreed, although even here there was some qualification added occasionally. One chairman wrote in "undergraduate" between "efficient" and "department."

> **Student response and participation in planning and evaluation are an indispensable part of every adequate instructional program.[8]**

The deans were slightly disposed to disagree with this.

Agree strongly %	*Inclined to agree* %	*No opinion* %	*Inclined to disagree* %	*Disagree strongly* %	*No response* %
6.7	35.6	13.3	42.2	2.2	....

A somewhat larger percentage of the humanities professors were disposed to agree.

12.6	31.0	13.0	28.9	10.9	.8

The same groups were then asked to react to this:

> **Student interest and response to instruction are directly related to their sense of participation in all phases of it.**

More of the deans were disposed to agree than disagree with this.

8.9	33.3	15.6	33.3	6.7	2.2

Among the humanities professors there was substantially more agreement.

15.1	35.1	12.1	25.5	7.1	2.1

THE RESPONSIBILITY OF THE PROFESSOR

How well are humanities professors performing the task of relating their subject matter to student interests and needs? How concerned are they about developing student interest and considering student interest as opposed to their own specialized interests in developing course offerings? Several statements bearing on these questions elicited an interesting range of judgment. First of all, some 40 per cent of deans and 42.7 per cent of humanities professors tended to agree with the following statement:[9]

> **Humanities instructors do not do a good job of demonstrating the relation of their endeavor and subject matter to the day-to-day experience of students.**

---

[8] Some of the respondents thought this one said too much. Some wanted to voice agreement on "response" but not on "participation." Some would admit "student participation in . . . evaluation" ("occasionally students are asked about the course") but not "planning." One wrote "yes" over "response" and "no" over "planning." One added, "indirectly, yes; directly, no." Another indicated agreement but cautioned, "Must be careful."

[9] About one-fifth of the respondents indicated "no opinion" concerning this statement. One respondent added the following: "Disagree with the premise that this is desirable."

Secondly, humanities professors were about evenly divided in terms of agreement versus disagreement, but some 44.4 per cent of deans were in disagreement (28.8 per cent in agreement) with the assertion:

> **Student interest in the various areas of the humanities has declined because many humanities instructors have not taken the time to develop student interest.**

Finally, as to interest in the students' concerns versus specialized interests of the instructor as factors in course offerings, almost half the humanities professors (46.4 per cent) and over half the deans (57.8 per cent) tended to agree that "departmental offerings are more often the result of the instructor's specialized interest in the subject matter than in the student."[10]

UNITY IN PROGRAMS

For several decades there has been a lot of talk about the fragmentation of course offerings, the atomistic, discrete character of such, and the consequent want of synthesis or unity in student programs and departmental programs. Many college teachers are for greater synthesis at the graduate level, more have promoted it in the senior college, and even more have worked toward providing some synthesis and breadth at the junior college level. The general education movement of the last three decades has been largely characterized by this concern, and the integrated course has been perhaps its commonest product. There has not been so much clamor about the quality of instruction as about its aims and patterns; not so much about the thoroughness and soundness of scholarship as about its scope and relation to other scholarly endeavor. Presumably efforts at constructing adequate major and minor programs have often failed here. They have, indeed, sometimes been criticized as being rather divisive and disruptive than unifying. Counseling has been marked with only approximate success.

The problem is, avowedly, extremely complex. Staffing, scheduling, college and departmental orientation and philosophy—these and other factors are constantly operative. But at the departmental level—the bulletin level—some have suggested, somewhat more unity and synthesis are often possible than realized. It seemed appropriate, in view of this general concern, to ask, then, whether our respondents believed that:

> **Most departmental undergraduate programs in the humanities suffer, not from lack of depth and thoroughness, but from lack of breadth and unity.**

---

[10] Some respondents indicated the belief that the order of priority suggested in the statement was quite proper and disagreed with the premise underlying the statement.

One third of the deans were inclined to agree with this, as many demurred; another third were disposed to disagree. Of the humanities people, 54.6 per cent tended to agree, but a fourth of them did not.

THE OUTLOOK OF THE PROFESSOR

Judgments were then elicited regarding the following statement:

> **Humanities instructors tend to over-protect their interests by confining themselves narrowly to departmental and professional interests instead of relating themselves to the broad academic life of the college.**

Here the deans were disposed to disagree strongly (just about half of them). About 37 per cent of the humanities professors disagreed also, but 45.6 per cent were inclined to agree.

In the same vein, this statement was included:

> **Humanities professors are too prone to appropriate the attitudes and techniques proper to other disciplines rather than cultivate essentially humanistic values.**

A third of the humanities professors did not believe so; a slightly higher percentage of them tended to agree. A third of the deans also were disposed to disagree, while some 42.2 per cent expressed general assent.

COURSE ORIENTATION

Such statements as the last suggest that the educational philosophy of the institution, the department, the individual instructor, merit consideration in such inquiries as this. Merely to review the philosophies reflected in college bulletin pronouncements of purpose and function would constitute a major study in itself. Since the project was designed to serve the people in the humanities, it did seem appropriate here, however, to ask about two statements. First, the deans and humanities teachers were asked to tell us how they felt about this statement:

> **It is the philosophical orientation of a course, rather than its content *per se*, that determines whether or not it is a true humanities course.**

On this there was preponderant agreement in both groups; only about one-fifth of the humanities professors and one-fourth of deans were disposed to disagree, but 67.8 per cent and 71.1 per cent, respectively, tended to agree with the view expressed.

Then these two groups were asked to give their judgments on the following:

> **In the liberal arts college the humanistic orientation is the only appropriate context for all academic endeavor.**

Although some 30 per cent of the humanities professors did not go along with this, more than one-half (58 per cent) did. The deans split about evenly on it.

HUMANITIES COURSES AND PROGRAMS IN INSTITUTIONS OF THE SOUTH

A review of operations in the various humanities areas—factors determining course offerings, the nature and function of departmental meetings, the philosophy prevailing—should contribute to some understanding of their role on a campus or in a community. Certainly, too, a sampling of opinion relative to the status of the humanities deriving from the humanities people themselves, the deans, and professors outside the humanities should assist the reader in determining the image such operations create on and off the campus.

It seemed likely, however, that even more concrete evidence of the role of the humanities on the various campuses of the region would be found in some comprehensive, but detailed, survey of the courses and programs actually offered. Interest in course and program structure and content, in materials and methods of instruction, it will be remembered, was a dominant one among our respondents from the first. Because it was, very early in the study, following the procedure described in Chapter I, a dean or other institutional representative on each campus was asked to cite those courses and programs at his institution which to him seemed to possess an especial interest, significance, or novelty. Once this was done, a very detailed description of each of these—on an especially prepared form—was requested from the person designated as responsible for the project. These descriptions and these activities, classified by subject matter field and by type, will be found in appendix *D*.

This body of information affords impressive evidence of the range, variety, and quality of humanities services provided by the institutions of the region. Here are presented not only a meaningful token of departmental trends and specialties, but, as well, a gallery of designs, functions, purposes, methods that are very exciting. Perhaps this unit will assist some individual instructors or departments in determining where they are in the general regional trends of their specialty. Others may gain some orientation generally by viewing the developments in humanities areas outside their own and thus come to relate their specialty more integrally to the whole. Again, the display may afford patterns and purposes and functions which may be adapted effectively to other programs, making them more significant to their own institutions and students. And it may be, indeed, that some instructors, viewing these activities, may see new possibilities for service beyond those already programmed by their departments, may sense new areas or concerns which can be developed with profit.

SUMMARY

In view of the intense scrutiny and criticism directed at humanities offerings generally throughout the region and of the increasing burden of service expected from the humanities departments, it is no wonder that many humanities teachers are increasingly uneasy, frustrated, and generally downcast over their role in higher education and the status of their specialty on the several campuses of the region and the nation. This inquiry sought to determine the extent of this uneasiness. It also mustered some of the specifics associated with this sentiment.

The table of earned degrees in the humanities, particularly the figures for the bachelor's level, an index to the current market, we might say, for the humanities, does not afford any firm basis for optimism. Somewhat disturbing is the sentiment expressed concerning declining interest in the humanities on the campuses. When 38 per cent of the humanities professors themselves and 40 per cent of the deans concur in the opinion that there has been a persistent decline in general student interest in the humanities over the last three decades, this must be heeded with serious concern. Again, the observations of the humanities people that often the best students on the campuses are not identified with distinctly humanistic studies are disturbing. Nor does the opinion concerning the status of the humanities as subjects or the humanities staff as teachers on the various campuses contribute to general content.

When 54 per cent of the humanities people and 80 per cent of the deans avow that departmental programs and offerings are not being re-appraised and revised as they might be, when 47 per cent of the humanities professors and 40 per cent of the deans suggest that humanities teachers are not adequately relating their specialties to the needs and interests of students, when 35 per cent of the humanities professors and over 57 per cent of the deans concur in the thought that departmental offerings are more often the result of the instructor's specialized interest than his interest in students, when 45 per cent of the humanities people and one third of the deans agree that departmental programs are lacking in breadth and unity, when more than half of the humanities folk tend to believe that humanities professors do not sufficiently cultivate essentially humanistic values and some 40 per cent of the deans go along—it is evident that some serious re-appraisal of the role of the humanities as such and of our services as individual proponents of the values which they represent and have represented perennially is in order.

Taken with the tokens of respect and interest cited in the preceding chapter, however, these considerations point to the appropriateness of vigorous instructional and departmental review and reform, the need for flexibility and imagination in facing new responsibilities, and a future of enlarged and more efficient service both to students and our colleagues, rather than to inevitable continuing decline in interest and prestige on the campuses of the region.

CHAPTER IV

THE INTEGRATED HUMANITIES COURSE

First among the areas cited as of primary interest to those persons initially solicited for assistance in determining the primary focuses of this study was "course structure and content." And definitely first in number among the questions written-in on this element of our study were questions having to do with the integrated humanities course. In the subsequent first phase of campus visitations and interviews the prevalence of this interest was further confirmed.

INTEGRATION AND LEARNING

The effort to achieve synthesis and unity and thus significance among the various components of a learning experience is patently not a new thing. It has always been a feature of effective teaching and learning. Indeed, it has generally been acknowledged that the quality and extent of learning are directly proportionate to the demonstrated relevance of the elements dealt with or the synthesis effected. This kind of learning, this kind of teaching, has always been.

WHAT THE INTEGRATED COURSE REPRESENTED

The integrated course of our day[1] is new, however—or appears to many to be so, perhaps—by its contrast in form and intent with the vastly more numerous, more traditional, and more respected one-discipline courses conventionally offered by the several departments of our colleges.[2] Where the prevailing concern of the departmental specialists had become increasingly to identify and prepare the departmental major and minor, the integrated course was initially

---

[1] For purposes of the study the integrated course is defined as that kind of course in which substantial and identifiable portions of content from at least two of the areas usually represented in liberal arts colleges by separate departments are, by design and intent, combined and taught as one course, for example, music and art, or art, history, and religion. Where the course is taught by two or more professors from different disciplines in collaboration, the term, "inter-departmental" is used; when it is taught by one professor, the term, "interdisciplinary."

[2] There is certainly no need to seek justification for the one-discipline course. It is well established, long established, and its justifications are generally known and generally acknowledged. We did, however, in the course of our conversations, ask persons identified with some of the most distinguished one-discipline courses in the various areas to cite for us their chief justifications for that type of course.

Most referred first to the experience of the past, the very history and tradition of that form, "the high degree of respectability they possess," as one commented, "equating tradition with respectability." Many pointed to the acknowledged effectiveness of such courses, the necessity of isolating anything we need to study thoroughly, their better organization making for a better balance of elements, for more depth and hence more interest. "The courses are simpler," said one chairman, "and therefore easier." Another commented, "The range and depth of subject-matter really contribute to greater learning on the part of students." "Basically," noted another, "you learn something from them and get only a smattering from the others." Several pointed out that these courses may themselves be integrated courses. A course in Shakespeare, for example, necessitates a combination of several components. And many such courses, others insisted, in almost every area are sufficiently broad and rich for the general student. Further the texts in some areas have now been revised to include broader ranges of content. Such courses are always easier to administer, said many. As one chairman put it, "Institutional set-ups are based on fiscal convenience." Again, the professor almost always feels surer of himself in these courses. "Practically all of his graduate training has been channeled in one discipline," said one. "It is hard to get out of it . . . unless he has exceptional time and energy." Such courses do not complicate the problem of the background of the teacher, others added.

Perhaps two quotations sum up reasonably well the positions generally voiced:

> ". . . we expect the specialist to realize what he is about, to be practical, to have some feel for what can and cannot be expounded under normal college conditions. On the other hand, if he has something unique or special to contribute, he should convey this. It is our hope that the specialist is a generally cultured man who understands the general cultural relations of what he is doing to other significant experience and disciplines without formally investigating these."
>
> "In general people who teach at all are usually not only well trained in one area. Most of them are reasonably well acquainted with related areas. They have, therefore, confidence in their ability to organize and present courses in their areas to the satisfaction of the students, administration, and themselves. Nothing is worse than the feeling, 'I didn't do any good at that.'"

—though it by no means still is—designed to contribute to the general education of the undergraduate student. Where the prevailing trend in departmental and institutional growth had been toward ever more refined particularization and penetration of content, the integrated courses, professedly, aimed at breadth and synthesis. Where too the mechanics of college administration and pedagogy ever made for increasing emphasis upon departmental strength and productivity and hence contributed to the development of departmental self-consciousness and a corresponding neglect of sustained communication between departments, the integrated course made inter-departmental concern and cooperation imperative.

EARLY HISTORY

The newness of such courses was, for the most part, one of degree. There had always been courses in which some inter-departmental collaboration was effected. There had always been courses in which one professor or another dealt expertly with materials which, by narrow definition, did not belong to his departmental specialty, though these were, perhaps, becoming less numerous. Even so, the integrated course as we now know it was often suspect in many quarters. It was not altogether favored by time and circumstance. For one, it came full in the face of established and pronounced institutional and departmental trends. Hence in many institutions it represented a direct challenge to prevailing campus philosophy and practice. Its somewhat different format and philosophy demonstrated the possibility—if not the desirability—of change in a direction not generally favored. Again, as a concomitant of the general education movement—though by no means either strictly aligned with it or restricted to it—the course fell subject to the criticism and opprobrium sometimes generated by that effort.

Outside the Southern Region

Reed College began its curricular reform in 1921. Columbia University's Contemporary Civilization Course dates from about the same time. And they have multiplied many fold, but mostly in other regions—the East, the Mid-west, the Far West. Columbia, Boston University, Wesleyan University, Colgate, Johns Hopkins University, Michigan State at East Lansing, the University of Minnesota, the University of Wisconsin, the University of Chicago, Stephens College, Antioch, Colorado State College of Education, the University of Arizona were among the first. Early courses appeared in the twenties and thirties. Many more developed during the forties. In these areas they continue to be a part of curricular design and reform.

In the Southern Region

Nor were the institutions of the South, though perhaps somewhat less disposed generally to inaugurate such ventures than those of other regions, without offerings of this kind. In 1933 Talladega College introduced such a course. In 1934 Alabama College inaugurated one. Then, in 1935, the University System of Georgia, through its Board of Regents, made an integrated course in the humanities a part of its general curricular program. In 1936 the University of Florida and Florida State University introduced this kind of offering; in 1937, West Virginia University and Oklahoma State University; in 1938, Johnson C. Smith; in 1939, Rollins College.[3] Another well-known course of this kind, "Man in the Light of History and Religion," has been offered continuously at Southwestern at Memphis since 1944.

THE PURPOSE: SYNTHESIS

The integrated humanities course was often designed as an avowed effort to revitalize the study of our cultural heritage in the West for college students generally, since, as Dr. Robert Davidson wrote in *The Humanities in General Education,*

> It was becoming increasingly clear thirty years ago that highly specialized and departmental work in history, literature, and philosophy was providing university students with little real understanding of the spirit and meaning of their civilization . . . There is general agreement also that the more traditional courses, whether in the field of history or literature or in the arts, have not provided a broad and well-integrated interpretation of our cultural heritage.[4]

Since the thirties there has been, of course, an increasing concern in the curricular committees of our colleges and universities generally over the professedly atomistic, fragmentized character of some instruction, not only with respect to individual courses, but, as well, with respect to the total undergraduate experience of the student, indeed, to his total academic experience. Many newer plans and experiments are being proposed in an effort to achieve greater synthesis and meaning. Among these, the inter-departmental and inter-disciplinary course continues increasingly to be one effort toward achieving greater integration of experience for the student.

---

[3] Most of these dates are derived from Patricia Beesley, *The Revival of the Humanities in American Education* (New York: Columbia University Press, 1940), p. 107 ff.

[4] Robert Davidson, "Trends in the Humanities in General Education," *The Humanities in General Education*, ed. Earl J. McGrath (Dubuque: Wm. C. Brown Company, 1949), p. 289 ff.

REGIONAL FACTORS AFFECTING EXPERIMENTATION WITH INTEGRATED COURSES

There are, perhaps, many good reasons why the institutions of our region have not, to date, experimented more with the integrated course. Until relatively recent times not many of our colleges and universities have been extremely large. Even yet we have many small institutions. And in small colleges there has not usually been that marked trend, either in departments or on the part of individual professors, toward the intensification and associated narrowing of academic stress that can make for a kind of monolithic professional training and fragmentized learning.[5] Also, there is in our region a well-grounded and manifest regard for the old-and-tried. And, in a sphere notably indisposed to change generally, the academic, our native regional conservatism comes, perhaps, to its finest flower. Finally, not until fairly recently have the curricular programs of so many of our regional institutions been so markedly and pervasively affected by those technological and professional preoccupations which influenced the curricula of other regions somewhat earlier. Quite generally—and still to a remarkable degree—our institutions, our faculties, our curricula, our students have moved in a liberal arts climate.[6]

Other reasons were cited in the preliminary inquiries. And, since they promised some interest, these were used in the questionnaires directed to humanities professors. A list of those most commonly mentioned was printed, and the professors were asked to indicate among them the three chief reasons, as they saw it, why there have not been more integrated courses in the region, with results as shown in Table 10.

Why the Present Regional Interest?

In view of the relative paucity of avowedly integrated courses in the South, why is it that there was such an interest expressed by our participants? Perhaps some reasons are obvious. Increasingly, the colleges of our region are becoming larger and more

---

[5] A dean of a small liberal arts college wrote to us:

"Historically, the predominant strength of this college has been in the humanities, so much so that we have had the unusual problem of restraining this a bit and placing the emphasis a bit more on the vocational. We stand at the very opposite pole from a large Southern university where I worked one recent summer and where I was told that practically nobody took advanced English courses except students majoring in English. Not having been faced with the problems of declining interest in the humanities, we have naturally not been too much interested in their possible solution."

[6] Some years ago, the director, in connection with another study, wrote to Southern colleges asking whether they had a general education program and, if so, when it was inaugurated. One response, marked by an evident intensity of spirit and length of years, read, "We have never had anything else."

TABLE 10

HUMANITIES PROFESSORS' WEIGHING OF REASONS WHY THERE ARE NOT MORE INTEGRATED HUMANITIES COURSES IN THE REGION

Reasons	Per Cent Checking Reason
Most professors do not feel qualified to offer them	43.8
Administrative difficulties associated with them are numerous and great	39.1
Professors' lack of interest in them is a result of the kind of schooling they themselves received	43.8
Such offerings require much extra time and effort on the part of those teaching them	21.3
The suspicion and distrust with which these are viewed by one's colleagues is a real deterrent	16.6
It is just a lot easier to keep on doing what one has done in the way he has done it	28.5
Integrated courses are seldom, if ever, really satisfactory	17.9
Most college teachers lack any first-hand knowledge of the best of such courses	26.8
Integrated courses at their best are generally more difficult to give than conventional courses	32.3
No response	6.8

professionally oriented.[7] Hence they are experiencing the same dispersion and fragmentation of content, the same narrowing of instruction, the same isolation of one academic area from another that other institutions in other regions have experienced. Individual professors are finding that their own majors and minors do not, in many instances, have the general background essential to learning a specialty well. Hence, while it is not even yet so widely acknowledged as sensed, some question is being raised in one content area after another as to the present effectiveness and the exclusive use of a course design and content which were formerly entirely satisfactory. Some professors, while not yet questioning the effectiveness of their own course format and policy, are asking whether, perhaps, the content and format of offerings of other professors might not be made more effective. Many teachers are constantly seeking a more effective way to present their specialties. And integrated courses are now sufficiently numerous, even in our region, to have come into consideration. Many of these have been going long enough to prove that such courses can work, do work, where conditions are favorable. Hence it is interesting to note that even some of those persons who have had an earlier unhappy experience with such courses are not persuaded that the idea is unsound but are eager to get further information about the more successful offerings.

---

[7] At one of our small, but very finest, institutions, I was told that a fourth of the graduates of the last class were going into medicine. The college speaks with great pride of the number of medical men it has among its alumni.

These are the people, presumably, who asked the questions—those who have tried and failed and yet who feel there is promise in such ventures and those who, increasingly, feel some perturbation over the present ineffectiveness of a particular course or program and are looking around for patterns of new promise.

PROBLEMS AND CONCERNS RELATED TO INTEGRATED COURSES

It is not possible to say just how many courses of an esentially integrated character there now are in the institutions of the South. What would distinguish such courses is often a matter of degree and range of emphasis on content; or extent of integration of the elements and methodology, or professional or departmental intent—elements not always readily determinable from bulletin descriptions, course titles, or even conversations with deans and departmental chairmen.[8] It can be said that there seem to be many more of them than there were in 1951-52, when the director made his somewhat similar survey of humanities courses in general edu-

TABLE 11

FACTORS AFFECTING SUCCESS OF INTEGRATED HUMANITIES COURSES, AS INDICATED BY HUMANITIES PROFESSORS AND DEANS

Designated Factors	Professors*	Deans**
Concern and favorable action on the part of the administration	37.8	8.3
Careful planning by participating staff	74.4	58.3
Effective cooperation among staff members	40.0	41.7
Actual design of course	31.1	33.3
Actual content of the course	46.7	75.0
Formal academic qualifications of teacher(s)	23.3	41.7
Disposition and interest of teacher(s)	37.8	41.7
Unusual staff person as instructor	16.7	00.0
Personal interest of departmental chairman or chairmen	6.7	16.7

---

[8] There are courses that undoubtedly achieve their highest degree of integration—in some instances, their only integration—in the bulletin description or in the professions of a dean or departmental chairman. There are also some, we know, where formidable and various content is expertly handled by an instructor who would never think of calling his course "an integrated humanities course."

*Per cent of those indicating acquaintance with "successful" course.

**Per cent of deans answering same inquiry in interviews (not all deans were asked this).

cation and undertook to locate all such in the region. Nor is it possible to name all the combinations of elements or give all the possible organizational patterns. Some idea of the extent and character of such courses may, perhaps, be gained from a review of those listed among the humanities courses described in Appendix D.

FACTORS ASSOCIATED WITH "SUCCESSFUL" COURSES

Rather than attempt to document the number and exact nature of integrated offerings, information was sought on problems and concerns associated with such courses. In the questionnaire addressed to humanities professors, the respondents were asked whether they were acquainted with a really successful integrated humanities course, and some ninety (41 per cent) said they were. Those who said they were acquainted with such were asked to indicate the three factors contributing most directly to the success of the offering and their responses are reported in Table 11.[9]

A statement about administrative interest was included among the "Judgments" items in the questionnaires for deans and humanities professors.

> **The sustained interest and support of the administration is an indispensable factor in the success of the integrated humanities courses.**

To this 91 per cent of the deans were disposed to agree; 85.6 per cent of the humanities professors thought so too.

A large portion of the opinion collected, however—information on characteristic administrative difficulties associated with established integrated courses, the enthusiasm with which departments and individual teachers participate, procurement of staff, preferences as to inter-departmental or interdisciplinary offerings, prospects for the establishment of new offerings, administrative difficulties in prospect, other associated difficulties, conditions favorable to the introduction of such, and a few other concerns—was derived from the interviews with deans and humanities professors.

ADMINISTRATIVE DIFFICULTIES CITED DURING INTERVIEWS

When asked about administrative difficulties normally associated with integrated courses, one chairman mentioned the difficulty of finding an adequate chairman; one, of achieving balance of representation among the participating departments; one, the instructional burden on the participating instructors; one, keeping continuity and quality as the staff changed; one, transfer of credit. But there were sixteen references to such matters as allocation of time and services, compensation for participants drawn from different departments, procuring room and equipment, scheduling, sectioning, budget, staffing, recognition that such assignments necessitate lightening of load elsewhere.

---

[9] Some other considerations mentioned by the humanities professors were:

General faculty interest and support including willingness of departments to accept the course(s) for majors.

Recognition on part of administration of kind of academic legitimacy of course. No longer to be regarded as an academic "sport."

Diplomacy in dealing with various departments with vested interests.

People with strong antipathy to general education should be avoided or given a benevolent introduction to it. Try to bridge gap that makes them uncomfortable.

Some of the comments might be helpful.

> So many administrators want to do this on the side without allowing time for it.[10]
>
> Having to draw faculty from various departments may create difficulties as well as make for success.
>
> One senses a certain awkwardness in being identified with such a course and getting things done. Problems of status and rank are involved. Departmental chairmen are often hostile to, and uneasy about, releasing staff members for such courses.
>
> It soon becomes evident that the chairman's role is anomalous. He is given responsibility for the course but not the authority requisite.
>
> An integrated course can demand as much of each instructor participating as a whole course.[11]

Two chairmen of successful integrated projects reported no administrative difficulties whatsoever. One of them observed, "It is probably easier to administer than a departmental offering."

---

[10] One dean, we were told, directed instructors from three departments to design, on their own time, an integrated humanities course for advanced students. They were then asked to give the course as a night class in addition to their regular teaching load. The course was not a success.

[11] Four suggestions as to how some difficulties might be avoided were proffered:

"Existing faculty persons should be used as far as possible. There is always great difficulty in choosing new persons."

"Avoid a completely separate staff. Try to avoid domination by one department. All departments must be represented."

"There is generally here considerable interchange and inter-departmental cooperation. But the project is chiefly successful because the Chairman has sought to keep the division subordinate to departmental divisions. He has a program made up of units from many departments but he does not seek to usurp or pre-empt services or responsibilities of the separate departments. These latter years departments are becoming more self-conscious and independent and also more demanding as well."

"There must be an admission of uneasiness in new fields, candid discussion of problems, and mutual assistance. There must be a complete willingness to put educational problems before departmental pride and success, an almost oriental willingness to learn from others coupled with a profound humility and respect for others."

Attitudes of Departmental Chairmen

The deans at some seventeen institutions where there are established integrated courses were asked what the sentiment of the departmental chairmen whose departments were represented in the course was concerning participation. Of some seventy-eight chairmen whose departments were involved on this judgment, some 52 per cent were said to be "very enthusiastic," some one-third were "entirely cooperative," and only 15 per cent were "somewhat unhappy."[12]

Staff Procurement

The deans were also asked how instructors come to be identified with such courses. Most, it seems, initiate the ventures and are identified with them from the first. Of those instructors otherwise identified with them, some volunteer, many more are invited. "There are some faculty you don't want in such a course," commented one dean. Four institutions in the region now make this a matter of contractual commitment for new employees. In one, the individual instructor is given an option—to teach in the integrated course or in freshman English. They have no difficulty here, it was said, in assuring an adequate staff for the integrated course.

Objections Posed

The deans were asked, as well, what objections are customarily raised by those solicited. General uneasiness about working in such a course was, by all odds, the commonest. Professors insist they don't know the subject, can't adapt to the pattern of the course, say they would enjoy the work but are simply unable professionally to handle the material. Highly disciplined specialists do not want to be pulled out of their specialties. "They consider the course a chore to be avoided." They want to teach where research is being done. Some courses often suffer by being identified with general education or graduation requirements. The professors do not believe in general education, or they rebel against machine-grading and mass instruction. Some object that it may cut down their own departmental offerings and thus affect the department adversely. Others observe that participation in such courses does not advance a person as rapidly as research and publication. "Even the young instructors, who generally like to teach them," said one dean, "say that department heads do not regard this in raises and promotions."[13] Another noted that some young instructors regard such a role as beneath them. Yet one dean said that there have been no objections to participation at his college, that, in every instance, the course has been a drawing-card for new persons.

---

[12] Admittedly a somewhat different tally might have been obtained had it been possible to contact each participating chairman individually. Actually many of them were contacted, and, where they were, the dean's estimate was shown to be accurate. In view of the differences in attitude and opinion that normally characterize academic persons, this is not an unimpressive record. We would have liked to have sought some similar gauge of the sentiment of participating teachers. In view of the number involved, however, this did not seem feasible.

Inducements

Asked what inducement, if any, are employed to attract instructors to these courses, two or three deans mentioned time off, occasionally with pay, for the preparation of the course.[14] More often, apparently, only the chairman receives this consideration. In two instances the teaching load of the participants was lightened.[15] As one dean put it, "I try to keep them from being penalized."

In almost all instances, however, there are no special inducements. "None other than the opportunity to be creative," said one dean. "The fact that the courses are interesting to those who give them is enough," said another. "I have had only one teacher in all the years who didn't like the assignment." Another stated that some of his best instructors welcome the opportunity because they see in it a source for prospective departmental majors.

Inter-departmental or Interdisciplinary?

In all instances where asked, deans and departmental chairmen stated that they prefer that instructors in such courses work part-time in them, part-time in their own departments. Sections of many such offerings are often very large, and the instructional burden is considerable. It would be extremely wearing for the instructors to do only that. Again, to use an instructor only part-time may conciliate an otherwise uncooperative departmental chairman. Again, participation in departmental offerings while instructing in an integrated course can contribute to the refreshment and stimulation of the instructor and, hence, to the strengthening of the integrated offering. An Art chairman at an institution where there has been an integrated program for many years said this,

---

[13] Having heard this opinion voiced several times, it seemed appropriate to ask deans and chairmen to give their views on this statement,

> "Sustained pre-occupation with interdisciplinary courses in the humanities is often a barrier to professional recognition and advancement for the teacher."

There was substantial agreement on this. Some 42 per cent of the deans tended to agree; only 26.6 per cent did not. While among the humanities professors, most of whom, it should be remembered, were departmental chairmen, 43.5 per cent tended to agree. Only 14.3 per cent did not. A sizable number of these, almost 40 per cent, expressed no opinion. One chairman added, "Agree strongly." A second wrote, "Unfortunately."

[14] Yet at one college, where one of the most successful offerings in the region is given, the participating staff worked three years, in addition to their regular instructional assignments, in the planning.

[15] Yet at one of the best of our universities three or four professors donate their time to such a course, a large and respected item. Some of them are departmental chairmen and teach full-time in their respective departments.

> I feel very strongly that everyone in the Department should teach general education humanities courses because otherwise your department loses contact with the general student. I believe strongly that men should work both at an advanced and an elementary level. It keeps them more alive and productive. . . . In subject-matter art can be a bore to teach in general education. Psychologically it is extremely important. Students without any, or with little significant, preparation must be stimulated to enjoy and produce.[16]

Deans and departmental chairmen as well prefer the interdisciplinary course to the inter-departmental as simpler to schedule, obviating a division of departmental responsibility and authority, allowing for simpler replacement and staffing arrangements, apt to achieve greater coherence and unity and a clearer philosophy, more economical, easier to cope with generally, surer to give satisfactory results. The crux of the matter was perhaps voiced by the dean who said that he would, however, prefer the inter-departmental offering with its associated greater difficulties "unless I have *the* man." "I consider the interdisciplinary course as the most economical utilization of both teacher and student time," said another, "*if* the teacher is competent."

PROSPECTS FOR FUTURE

Some of the deans were asked whether there was at their institutions any evidence of a disposition to institute integrated courses in the humanities, and about as many thought not as so. With the humanities professors we were somewhat more thorough. Some 131 of these were asked whether there was any disposition to introduce such. Sixty-four said there was. Sixty-one said not. In order of frequency English departments came first. Of these there were eighteen. History departments came next. More chairmen in art and philosophy saw no prospect. There were two institutions where every person questioned said, "No." There was one institution where every person contacted said, "Yes." Some of the comments are interesting.

> One who saw no prospect of such where he was called integrated courses "wilted mixed salads."

---

[16] This chairman, by preference, teaches two such classes regularly.

Another who saw none pointed to the "horrible example" of a neighboring college.

A third did not favor them "not so much from personal experience as from talking with people who are doing it."

A history chairman said he was not disposed to offer such a course "because of the fear that it would become a fishing ground for students of the people in the special disciplines."

Staff Interest

Chairmen were asked, too, what they supposed the sentiment of their departmental staff to be with respect to participating in integrated projects. About 10 per cent believed that their staffs would be eager to participate; about 40 per cent that they would be willing to; 22 per cent thought their staffs not disposed to such; 3 per cent thought the staff quite unwilling. About 20 per cent had no opinion.[17]

Problems in Prospect

We asked both chairmen and deans whether they saw any characteristic problems or difficulties associated with introducing new courses of this kind on their campuses. Three deans and fifteen chairmen did not recognize any, but most thought there were, and these we have sought to present.

Administrative

General administrative difficulties were frequently mentioned—curriculum jamming, faculty-turnover, faculty load and load distribution, budget adjustment.

> Every teacher teaches five courses and it is not unusual for some to teach an extension course as well.
>
> There are administrative headaches—time, load, and the like, but these are secondary, of course, not the measure of the course.
>
> Staffing loomed large as a problem.
>
> Where would we get a chairman?
>
> Only the English Department would have enough instructors to provide staff for a required course.
>
> Faculty turnover makes it very difficult. A man may have the range and ability. He begins the course. Then he leaves and the person who takes his place gives his own twist to the

---

[17] It may be of interest to compare these responses with those concerning instructional staffs in areas outside the humanities. See Appendix C. One chairman marked his staff as "Quite unwilling." Then he added, "I am the exception. I belong under 'Eager to.' "

> content. It is no longer what it was. The title remains the same, but the course does not.
>
> The chairman will have two areas of difficulty—technical problems and getting the cooperating professors to do what he thinks they are going to do.
>
> We simply don't have persons with the range of interest and preparation necessary. (A dean)
>
> The only hazard is getting adequately trained teachers, culturally-trained people, interested in broad areas of culture. (A dean)
>
> The supply of able and interested teachers is remarkably small. (A dean)

Unfavorable Opinion of Integrated Courses

Some respondents voiced the view that the integrated course is often superficial and unstable.

> Integrated courses often encourage an easing of the demands of academic life. Good students come eager to do significant work and are often discouraged because the required courses are not demanding enough.
>
> It is difficult to achieve integration. They are often unwieldy.[18]
>
> There's always the tendency for such courses to break down into separate departmental offerings.
>
> A person seems to lose some of his momentum when he strays into those courses. Often too these lead to superficiality. When we stick to our own area, we know what we are talking about.[19]

Unhappy Memories

At some eleven institutions we were told that the memory of a former unhappy experience with such courses stands in the way of present effort. One dean observed, however, that he believes that now the previous unhappy venture is sufficiently far behind and that there are enough young men on the campus who would not know about it for another trial to be made.

The Status Quo

Deans and chairmen frequently cited the essential conservatism of their colleagues.

---

[18] One dean, speaking of an experience with an integrated course, commented, "The only problem was *within* the staff. They did not work well together."

[19] We might associate with this the comment of a dean, "Any time we require a course, certain folks say it is watered-down, especially if it is not in their department or, as they see it, not related to their own discipline."

They are reluctant to undertake new projects.

Our faculty is very slow to change. (Pointing to a recent curricular change there). That change should have taken place ten years ago.

The faculty and the college are conservative. They don't want to put something in because it is fashionable.

There's still a certain amount of opposition to that sort of thing on the part of the old-timers.

Interdisciplinary courses are opposed by some one-third because they would oppose any change. One third are enthusiastic. One third apathetic.

Departmental Structure and Concern

But the two most cited factors were departmental structure and interest and the exactions from integrated projects.

Concerning the first,

I cant' get the chairman to cooperate. (A dean)

These narrow-minded departmental heads! Chairmen just don't want to be bothered. (A dean)

The strong departmental structure here militates against that sort of thing.

The departments are often jealous of their prerogatives and unwilling to share projects and ventures. There was quite a clamor here for comparative literature but the departments insisted that such courses may take their majors from them and staff time as well.

Ours is a highly departmentalized structure. There is a tendency on the part of the administration to look to enrolment as an index to success—size of staff is tied to enrollment, library funds also.

A concern for strengthening upper degree levels makes for the employing of strong discipline specialists only.

The vested interests get in the way. There is a kind of you-stay-in-your-yard-I'll-stay-in-mine attitude here.

There is a kind of departmental jealousy. "I don't want my teachers to go over there and raise the prestige of that course."

Demands on Faculty

Both deans and chairmen pointed to the fact, also, that the institution of such offerings would require more of the faculty.

Some departments know so little about each other—or care.

> Keeping the staff in communication with each other is the real problem.[20]
>
> There is a need for a more closely-knit faculty from the point of view of inter-communication.
>
> The various disciplines do not understand each other.
>
> General cultural courses are very demanding; not only training but love of work is necessary.
>
> Most professors are not competent to make such a synthesis.
>
> They would have to work harder.
>
> A faculty committee wrote up detailed outlines for some such courses. They brought them to the faculty. They were rejected in toto. . . . They argued the people who taught these would have to do a lot of self-educating. Hence much time. Hence they would have to neglect publishing.
>
> To do that type of job would require a lot of preparation.

All of us are department majors.

Then there were, naturally, institutions where deans and chairmen saw no need for such offerings. Typical of their responses is this:

> It is the general feeling here that the traditional course gives the best basic preparation. There is also the assumption that a good professor will make the relations appropriate.

FAVORABLE CONDITIONS

Interview Impressions

In the face of this formidable catalog of unfavorable factors, it is to be wondered what circumstances, if indeed any, might be considered favorable to the introduction of such courses (Two deans in fact did say that, at their institutions, there were none.), but there are some. For example, one dean spoke of a grant to the school specifically for an integrated course, and some mentioned the pattern of success afforded by a neighboring institution. Instances of success in institutions of the same general character or tradition were mentioned by a few deans.

Some chairmen said that other schools of their universities were interested, mentioned dissatisfaction with the undergraduate program generally, said that the presence of young and new faculty persons among them gave promise of a possibility for experimentation or innovations, and several cited student interest. One chairman observed, "We have so many students anything is bound to succeed."

---

[20] One chairman remarked, "The meeting of teachers collaborating is extremely wasteful." But at another college this is not so regarded. At . . ., someone said,

"In our college a faculty interdisciplinary seminar is being experimented with this year to try to cultivate faculty awareness of the disadvantages of too narrow compartmentalization of the humanities plus awareness of the need of integration of the various fields at the faculty level if this integration is to be transmitted to students."

Many said there was considerable faculty interest. "The faculty senses the value of these for themselves as well as for the students," commented one dean. At seven institutions, deans said that the faculty was unusually openminded, cooperative, experimental. Many of them spoke of the faculty leadership and quality of the teaching staff as assurances of success and said that they had experienced faculty persons ready for the venture. Eight said that their faculties had been prepared to undertake something by means of self-studies, faculty conferences, participation in Danforth Conferences. One dean told of a course for the faculty within the faculty in which the latest data are made available, discussed, evaluated in terms of that institution.

Previous success in similar courses was a factor at some seven colleges. A dean suggested that it helps to bring in persons who have had success from other institutions. But the most frequently mentioned incentive to interest was administrative interest in them. Chairmen at some twelve colleges said that the interest of deans and other high administrative officers and their sustained efforts to familiarize their faculties with the possibilities for curricular reform and experimentation and to encourage faculty consideration of these was the most favorable condition. "The main thing," said one dean, "is to keep continuing people fresh and alert and going, and to orient the new ones."

Questionnaire Data

Responses of deans and chairmen to certain questionnaire items also suggested that certain aspects of the current climate of opinion are favorable to the introduction of integrated offerings: For example, deans (66.7 per cent) and humanities chairmen (51.5 per cent) were inclined to agree with the following admittedly cautious statement:

> **For some colleges and departments and students the interdisciplinary or integrated course is certainly more effective than the more traditional one-discipline course.**

And less than 15 per cent of chairmen (only some 36 per cent of deans) were inclined to disagree with the following assertion:

> **The subject-matter of my own academic specialty could not properly be a part of an interdisciplinary or integrated humanities course.**

Thus, the potential utility of the integrated course is admitted and the respondents tend to feel that their own disciplines could be included in some interdisciplinary arrangement.

Finally, written responses of deans tended to confirm impressions gained through interviews regarding the types of factors now favorable to significant curricular change. In general, of forty-four deans, twelve indicated that no change was now necessary or desirable, sixteen indicated factors conducive to change, and sixteen felt that there were at present no strong factors conducive to change. Faculty self-study was cited as a favorable factor by several, and a number mentioned the present concern for the exceptionally able student as a factor making for reform.

One said that there was general faculty discontent at his institution as to the extent of their achievement of their humanistic purposes, and another mentioned national emphasis on the role of the humanities. Several said that the current increased interest of students in some areas of the humanities (foreign languages, for example) is stimulating the faculty to reconsider curricular patterns. One dean said that the condition most favorable to curricular change at his college is a good faculty. Interestingly, two deans said conditions were favorable for change but added that there was nothing to propose.

Among conditions cited as unfavorable to present change—similar to those noted previously in the interview data—were staff and budgetary concerns and the *status quo.* (One dean remarked, "There is always the unfavorable condition of the *status quo.*") Many again mentioned the present pressure of requirements. Again departmental rivalry came up. One dean noted,

> Every time a curriculum is adjusted, some vested interest tends to lose ground and others to gain, a circumstance that makes for genteel warfare—not always too genteel either.

And another wryly commented,

> The scars from the last curricular reform are still too new.[21]

SUMMARY

Institutional and departmental interest in the integrated course has, perhaps, spread more slowly in our region than in some other parts of the nation. Where there has been serious concern for instructional improvement, however, the integrated course has often been considered, if not introduced. At the present there are more such courses in the region and more consideration given to the projection of such, perhaps, than at any time formerly.

---

[21] For information on the interest in integrated courses among professors outside the humanities, see Appendix C.

Despite its increasing prevalence, however, the pattern is viewed in many quarters with some suspicion and hostility. No doubt some of this opposition derives from the patent failure of some courses of this kind. Some have been miserable failures—and word of this has gotten around. But, as the inquiry shows, there are other explanations too. Much of the uneasiness comes, no doubt, from unfamiliarity. Much is the result of the schooling some received at college. There are associated administrative difficulties certainly. Faculty turn-over, load considerations, budgetary arrangements, narrow professionalism, and a high degree of departmental self-consciousness contribute to the difficulty.

Despite these difficulties, however, many courses of this character have also been quite successful in the view of the administrators and faculty members involved. Among the factors which seem to contribute to their success, administrative interest is a prime component. But they are more often successful, too, where the faculty includes some members who have had previous success with them, where there are young men who are energetic and resourceful, and where faculties are generally experimental and concerned with improvement. It seems, indeed, that there is nothing in the design itself which assures either success or failure but that, rather, proper content, careful planning, and administrative interest, here as elsewhere, are the chief factors.

Perhaps the most impelling factor prompting present consideration of any such formats or designs is the clamor around and about the humanities generally, within as well as outside, for improvement and greater effectiveness. When more than 66 per cent of the humanities professors themselves and more than 50 per cent of the deans participating in the survey concede that, for some colleges and departments and students, the interdisciplinary or integrated course is certainly more effective than the more traditional one-discipline course, it would appear that conditions are now somewhat more favorable—at least in some quarters--for considering the integrated course as one possible instructional technique among many which might make for greater effectiveness in the presentation of the various specialties. Of course there is still the burden of past practice and inertia. Perhaps, however, even this can be transcended under the inspiration and challenge—under the necessity, we might as well say—represented by present circumstances.

CHAPTER V

PREPARATION OF THE HUMANITIES TEACHER

VIEWS EXPRESSED IN EARLY INTERVIEWS

High among the interests and concerns of the early participants in our preliminary inquiry was the preparation of the humanities teacher. During the first phase of the visitations, of eighty-three humanities professors contacted, sixty-three, representing all the subject-matter fields with which we are concerned, voiced judgments on the doctoral preparation of prospective instructors. In one area, history, all of those who expressed themselves on the matter —there were six—voiced approval of the doctoral training in that field. In philosophy, of twelve who commented, eight thought the programs in their field adequate. In other areas the sentiment was somewhat more divided. In all, thirty-five professors generally approved of the schooling they and their colleagues in the same area received. Twenty-eight did not.

In general, those who endorsed the advanced training in their fields seemed to feel like the history professor who said, "Despite its drawbacks, the Ph.D. program is more likely to train persons who can handle the materials better."

ADVERSE CRITICISM OF DOCTORATES

The adverse criticism touched on several points. Many approved of research training and acknowledged it to be a necessary and appropriate component of the doctoral program but regretted its being given primary or exclusive emphasis. Several stated that programs in their areas would be improved by some change in content. One English professor complained that many programs in his field prepare historians and philologists but not critics and creative persons.[1] "Students can go through three degrees," he said, "and never be asked, 'Why is this a good book?' "

But the burden of the criticism fell in two areas—on the narrowness and restricted range of many programs and on the lack of preparation for actual classroom involvement.

The Narrowness of Doctoral Programs

Twenty-five of the twenty-eight persons unhappy about doctoral programs spoke of this first feature. These are typical statements.

> History—Departmental vested interests tend to militate against breadth of development. At the graduate level the student needs to be stimulated to seek breadth.
>
> Modern Languages—I am greatly interested in scholarship, but too many of our Ph.D.'s tend to concentrate in ever-narrowing circles of interest.
>
> Classics—The degree is too highly specialized. There is too much emphasis upon research, not enough on mental enlargement. It is good to have professional interest, but the emphasis is dreadfully distorted.
>
> Classics—Any program ought to include comprehensive and intensive knowledge and appreciation of the subject matter of the whole area.
>
> Religion—We're emphasizing the "D." when we ought to emphasize the "Ph."
>
> Philosophy—I would favor broadening the Ph.D. program. Many departments represent only one point of view. Graduate students ought to be exposed to a variety of views. Many students come out very narrow as to what philosophy really is. There is too much intolerance in the field, a kind of philosophical orthodoxy. Of all people, philosophers should be tolerant.
>
> A dean—They suffer from unawareness or lack of interest in other areas.
>
> Philosophy—Miserably inadequate. There is no program without narrowing. The student has to concentrate on what the faculty is concentrating on.
>
> Philosophy—Students often can't see connections, even with the other humanities.
>
> English—Many programs in our area are very unsatisfactory.

---

[1] An art professor insisted, "We should recognize creative work as a method of knowing in the doctoral area."

The main trouble is that they are too specialized. We are specializing ourselves out of business.[2]

> A dean—Specializing in smaller and smaller areas is a real problem for us as administrators.

Some of the persons contacted proffered suggestions. One suggested a change of major at each degree level. One would stress breadth at the bachelor and master levels and then allow for specialization at the doctoral. Two or three suggested that the dissertation be abolished and that time devoted to range of academic experience and synthesis. Many recommended inter-departmental majors and interdisciplinary courses at the master and doctoral levels. "What is most needed," said one chairman, "is that advanced students have the opportunity to see how their specialty is related to other specialized areas."

Preparing Teachers for the Classroom

In the second area of concern—preparation for classroom involvement—there were almost as many comments. Respondents were predominantly products of liberal arts institutions, and so they sometimes voiced, with characteristic vehemence, what one humanities man called "the arts colleges' contempt for professional education." But almost as often such judgments were followed by what was essentially an oblique admission that what professional education at its best has been most constantly concerned about is also important. This respondent, for example, concluded, "But there is a lot which products of Ph.D. programs do not know." A dean voiced the position thus, "I am not in favor of professional education, but something. They [the young Ph.D.'s] are so raw when they come in." And a chairman of English put it this way,

> I am more and more inclined to a degree which prepares prospective teachers to do what they will be doing most of their lives. Not what schools of Education do, but what the departments themselves could do.

There was considerable voice among these that graduate students in the various humanities disciplines receive some formal professional training. "Just one course in the professional problems they would encounter," said a dean, "would help materially." And others commented,

> I can use the specialist all right, but preparation would make his teaching easier for him.

---

[2] This will recall, perhaps, some lines from *The Liberal Arts:*

"Although they indicate faith in the intent of the liberal arts and science faculty to offer liberal education courses, we further suspect that technical and professional faculties find difficulty in discerning the liberal elements in some of the courses." Dressel *et al., op. cit.,* p. 60.

> Persons who teach should have courses in college teaching, methods courses geared to the college level.
>
> There are areas in how to teach which graduate programs should not neglect.

Inevitably judgments touched on the relative worth of research-training and teacher-training emphases. And many stressed the adjustment necessary before a young graduate product becomes an effective classroom person.

> Classroom experience is neglected. The young Ph.D. does not have the attitudes and orientation he needs.
>
> The Ph.D. program is aimed at research. And the average person comes out unable to express himself on the undergraduate level. . . . It takes years to adjust to teaching.
>
> I am suspicious of methods courses, but there is a lack of preparation in classroom conduct.
>
> A good percentage of the young teachers do not come out of graduate school prepared to teach. Graduate schools should shift their emphasis . . . to where the teacher will be prepared to present his subject-matter in terms that will meet the needs of students. How much research he has done is not so important as his ability to relate his subject to the life of students.
>
> Many of our Ph.D.'s tend to concentrate in ever-narrowing circles of concern. They do not even take courses or series of courses that would involve comparative concerns. They need some attention paid to the kind of things most teachers are going to do.

And some deans were equally vociferous.

> I am convinced of the soundness of the Ph.D. programs at better schools. Yet they are not capable of making themselves understood by undergraduates. They tend to expect the impossible. They are not entirely ready for teaching undergraduates.
>
> I think potential teachers need some preparation for the classroom. I feel that when we employ a teacher we are more inclined to look at his degree and research than we are to inquire whether he can teach undergraduates.
>
> Many programs are entirely too narrow. Most of the work is in one narrow segment even of one of the disciplines. We need depth, but not depth to the exclusion of range. Most of them can talk only of their specialty when they first come out. They lose sight of the job of keeping their students with them. They have to forget some of what they know before they get down to real teaching.

Some others tended to state more specifically what they wanted. With obvious caution, one person suggested, "Maybe Ph.D. candidates should have closer acquaintance with classroom teaching and a little less emphasis on research." Others were more positive.

> The Ph.D. should be in research, sure, but in the process some supervised undergraduate teaching experience should be included.
>
> There should be some difference between training for research and training for teaching.
>
> Graduate programs are far from what they ought to be so far as preparing people to be teachers. Research, yes. But teaching, too. This is the real lack. If I had had someone concerned with the fact that I was going to teach, years could have been spent more profitably.

Such views were by no means majority views. But there was sufficient reiteration of them to suggest to an interested listener that there may be many deans and humanities chairmen who share, to some degree at least, the view of one dean who remarked, "Generally speaking, Ph.D.'s are lousy teachers . . . in the humanities or anywhere else."

Preparing Teachers of Interdisciplinary Courses

We asked some of these early interviewees whether they felt there is any need specifically for training teachers of interdisciplinary humanities courses. Of sixty-three humanities professors, twenty-one thought there was. Of seventeen deans queried, nine thought so. As one dean put it, "Ph.D.'s are so narrowed down that I have to comb the country for a teacher of the general students." "Probably," another said, "people well versed in one discipline who become interested in another are the best for this. But we need some kind of formula or framework for people to identify themselves with." A third suggested, "The move to train social science men instead of men in government or economics is what we need in the humanities." And an art chairman said,

> We need a loosening up of doctoral programs, participation in broader areas. Not courses to train general education specialists, but such as would be specialists with interests in related areas. There is a tremendous need to break down departmental pigeonholing.

Many of those commenting noted, however, two genuine difficulties associated with these proposals.

> I still can't get the departments here to hire that kind of person.
>
> I am not able to detect any interest locally. The individual departments are not interested. We will have to wait until some folks are gone or dead.
>
> Such a person requires some protection against discrimination among the faculty—salary-wise and otherwise.

> This kind of person faces the same difficulties the inter-disciplinary course faces. It is desirable, certainly, but I am doubtful of the practical consequences. Once a man has gone through such a program he will be massacred by his colleagues in the separate disciplines.

And who would provide the broad programs, the interdisciplinary courses, for the training of instructors who would have such interest and competence? Most admitted that offering such courses and such programs would, for most departments and institutions, mean generating interest in them among present staff persons and, even where such interest was manifested, making provision either by allowing time off for adequate preparation or otherwise assuring special preparation for the participants, or employing persons so disposed and so schooled. As one chairman observed, "If we could only come together as teachers of the humanities and decide something important about inter-relationships in these disciplines!" And a philosophy chairman commented,

> We need to break down the prejudice that a person has to be a specialist and technician in an area in order to say anything significant about it. There is a body of content that can be appropriated, mastered, and presented that cuts across the various disciplines without burlesquing the materials in any way.

Such was the experience, the context, out of which those items in the questionnaires having to do with such interests came.

VIEWS EXPRESSED IN THE QUESTIONNAIRES

As the rankings derived from our first inquiry into regional interests show, there was much interest among those solicited in the staffing of humanities departments and in staff preparation. To broach this subject on any campus was, however, to find oneself, willy-nilly, under a barrage of questions and statements as to the relative merits of the "research man," the "restricted scholar," and the "good teacher." This may be the contemporary phase of the Battle of the Ancients and the Moderns. Certainly the debate has some of the intensity and range of that noble conflict. And, to judge from the contacts of the year, no segment of the college community is more perfervid on the issue than the humanities folks in the region.

Accordingly it seemed worthwhile to include a few elements in the questionnaires concerning this area.

THE RESEARCH MAN AND THE "GOOD" TEACHER

First the humanities professors and deans were asked how they felt about this statement:

> **The expert research man is generally a good classroom teacher of undergraduates.**

"In the humanities," said one, "but not in the sciences." Sentiment among the deans was quite evenly divided. Forty per cent were inclined to agree and 40 per cent to disagree. Among the humanities professors it was not so. Of them only 27.6 per cent tended to agree, while 48.9 per cent were disposed to disagree.

Then the following statement was posed:

> **In many colleges and departments and for many students the more generally trained instructor is more effective in the classroom than the scholar expert.**

Both deans and humanities folk were willing to go along with this. Only 31.1 per cent of the deans found it difficult to agree; 57.8 per cent were disposed to agree. Of the humanities professors, 61.5 per cent tended to agree, but just about a fourth of them held out against even so qualified a statement. Asked whether he did indeed seek to use the restricted scholar in undergraduate classes, one dean replied, "Only in extreme emergencies." Several voiced the judgment that it is better "to leave him alone."

Recognition and Advancement

> **Professors who are primarily qualified to do research in the humanities should be employed exclusively to teach research principles and do research, and they should be advanced on the basis of their research.**

With the foregoing deans were much more inclined to disagree than to agree (more than two to one). With the humanities people it was different. Slightly more than a third of them tended to disagree, but 44.8 per cent were prone to agree.

Closely related to the preceding was another statement:

> **Professors primarily qualified to teach the humanities should be employed and advanced on the basis of the quality of their teaching.**

Some fourth of the deans dissented here, but 68.9 per cent were inclined to agree. Even a greater portion of the humanities teachers were inclined to agree—76.5 per cent.

Then both groups were asked how they felt about this assertion:

> **The teacher of the humanities should be able to achieve recognition and academic advancement chiefly by effective teaching, by attracting, influencing, and producing able students.[3]**

---

[3] One history chairman commented, "A historian who doesn't write is rarely really good in the classroom," then added, "Rather remarkably we have one or two in this department."

Nearly 78 per cent of the deans concurred in this, as did about 80 per cent of the humanities teachers.

Finally, one more item was posed which shattered the beautiful harmony voiced above:

> **Today the teacher of the humanities must achieve recognition and academic advancement chiefly by means of scholarly research and off-campus professional endeavor.**

And the sentiment was distributed thus (in per cent):

	Agree strongly	*Inclined to agree*	*No opinion*	*Inclined to disagree*	*Disagree strongly*	*No response*
Deans	2.2	26.7	8.9	37.8	24.4	
Humanities Professors	21.3	38.9	10.0	22.2	3.8	.8

Here there would seem to be room for further debate—there is clearly difference of view!

Admittedly, the happiest possible condition is a harmonious and balanced combination of creative scholarship and research competence and creative teaching ability. We all know this, rare as it is, and we honor it. Slightly more than 80 per cent of deans and humanities professors generally agreed with the formal statement of this thesis, as follows:

> **Quality of instruction in the humanities would improve if there were a balance between concern for students plus efficient classroom endeavor on the one hand and research achievement plus outside professional activity on the other.**

Thus, we can conclude this portion of our inquiry on a note of harmony. This was the greatest agreement reached in the area of the "Judgments."

QUESTIONS AND ISSUES IN DEVELOPING THE CLASSROOM TEACHER

It seemed worthwhile to try to find out whether faculty spokesmen generally believe that the most of our graduate students in the various humanities disciplines these days are promising as classroom teachers. Accordingly, in the "Judgments" portion of the questionnaires, the respondents were asked to say how they felt about this:

> **More of the advanced students in the areas of the humanities are promising as teachers than as research persons.**

A preponderant number of the humanities folk had no opinion on this—45.6 per cent, and even a greater per cent of the deans—51.1 per cent—but, of those who did express themselves, most were disposed to agree—of the deans, 40 per cent; of the representatives of the humanities, 41.6 per cent.

Schooling for the Classroom Teacher

Deans and chairmen were then asked whether

> **The conventional graduate schooling with its characteristic research component is still the best schooling for the teacher of conventional undergraduate classes in college.**

Both deans and humanities professors were disposed to think so. Some 31 per cent of the humanities people and 26 per cent of the deans were inclined to disagree, but 54 per cent of the humanities people and 68.9 per cent of the deans tended to agree.[4]

Then this consideration was raised:

> **The conventional graduate schooling with its characteristic research component is still the best schooling fo rthe teacher of interdisciplinary or integrated undergraduate courses.**[5]

Here the picture differs. About one fourth of both groups had no opinion. But, otherwise, only 31.1 per cent of deans and 30.1 per cent of humanities professors were inclined to agree that conventional graduate programs were "best" for teachers of integrated courses (about four in ten disagreed).

That preparation for teaching should be given an emphasis at least equal to that given to the research role was agreed to by the majority of respondents as shown below (in per cent):

> Emphasis on the responsibilities and satisfactions in teaching should at least equal the emphasis on research in the advanced graduate studies of prospective humanities teachers.

	Agree strongly	*Inclined to agree*	*No opinion*	*Inclined to disagree*	*Disagree strongly*	*No response*
Deans	26.7	51.1	13.3	8.9		
Humanities Professors	29.3	40.2	7.5	12.6	5.0	2.5

The Range of Instruction

Naturally we were eager to find out from all respondents whether the judgments on doctoral programs expressed in the early phase were typical. Accordingly we asked what the feeling was with respect to this statement:

> **Most graduate programs in the humanities tend to be too narrowly departmentalized.**

To this there was general assent. Again a sizeable number of the deans had no opinion (37.8 per cent), but only 11.1 per cent tended to disagree, and slightly more than half (51.1 per cent) tended to agree. More of the humanities people tended to disagree—24.2 per cent. But slightly more than half of them as well tended to agree (51.9 per cent).

---

[4] "The best?" asked one. "It's the only. Where else does one find teachers?" Another replied, "Yes—after he has been out of graduate school some ten years."

[5] One added, "Yes, but he can learn other disciplines only after he has learned his own. He must have something to relate these other studies to."

We also asked whether these felt that

> **What we need are more programs of advanced schooling for the teachers of the humanities which are directed at breadth and synthesis of the components rather than at research competence.**

Again there was a marked disposition of many to agree—only 17.8 per cent of the deans and 23 per cent of the humanities professors did not. More than 60 per cent of both groups did.

The Basic Components

In this connection it seemed appropriate to ask our respondents what fields of study they believed to be necessary components of the basic preparation of every humanities teacher, regardless of his particular major, and might, therefore, be a part of both his senior college and graduate school experience.[6] Table 12 gives the percentage of deans and humanities professors endorsing the various areas listed and the mean number of semester hours of work in each area. It is interesting that, with the deans, fine art ranked first, though, among general requirements, it often figures only modestly. Then comes English. Philosophy and music share third place. Music, like art, is often absent from the general requirements. But here it seems important. And here, too, is another token of the increasing role of philosophy. With the humanities professors, too, it ranks high, coming first. It may be interesting, too, the religion is cited by 50 per cent of the humanities professors and almost as large a per cent of deans.

When the amount of work recommended is considered, it is clear

---

[6] One language man voiced this sentiment:

"I object to the assumption that because someone should know something he should take a course in it. Anyone wholly ignorant of any of the fields named has a serious disqualification for teaching, not only a 'humanities' course, but an extensive 'one subject' course within the humanities. But it is also a handicap not to know anthropology, architecture, logic, psychology, ethics, general aesthetics, mythology, economics, archaeology, law, etc. To a less degree it may be desirable to know heraldry, navigation, widespread superstitions, etc., etc. In my own field of French literature, legal theory is important in the *Roland*, Freudian theory is relevant to Racine, Ptolemaic astronomy is pertinent to Rabelais, the mathematical theory of probabilities is important to a major pensée of Pascal, one should know what science believes about heredity to evaluate some of Zola, Balzac is immersed in economics, Mallarmé is part of a great art movement, etc.

"But courses in all these and continued courses in them all up the graduate level??? Can't we READ?"

TABLE 12

PREFERENCES OF DEANS AND HUMANITIES PROFESSORS FOR SPECIFIED HUMANITIES CONTENT (UNDERGRADUATE AND/OR GRADUATE) IN THE PREPARATION OF EVERY HUMANITIES TEACHER, WITH RECOMMENDED AMOUNT OF WORK IN EACH CONTENT AREA

Subject Matter to Be Included		Some Work in Subject, Regardless of Specialization (in per cent)						Mean Number of Semester Hrs. Recommended
		Agree Strongly	Inclined to Agree	No Opinion	Inclined to Disagree	Disagree Strongly	No Resp.	
Fine Art, History	(D)*	31.1	37.8	11.1	0.0	2.2	17.8	6.4
	(HP)	36.0	33.5	6.3	2.9	2.5	15.8	6.6
Fine Art, Studio	(D)	4.4	4.4	13.3	24.4	22.2	31.1	4.0
	(HP)	7.9	13.8	6.7	13.4	17.2	41.0	6.3
History	(D)	51.1	13.3	4.4	4.4	6.7	20.0	12.1
	(HP)	56.9	13.4	3.3	2.9	4.6	18.8	13.2
English	(D)	57.8	6.7	6.7	0.0	8.9	20.0	14.8
	(HP)	61.5	9.6	2.9	3.3	4.6	17.9	15.2
Foreign Languages	(D)	48.9	13.3	8.9	2.2	6.7	20.0	14.2
	(HP)	53.1	16.3	3.8	2.9	4.2	19.6	15.1
Music, Hist. &	(D)	24.4	40.0	11.1	0.0	4.4	20.0	5.6
App.	(HP)	30.1	32.6	8.4	3.3	2.9	22.5	6.1
Music, Applied	(D)	2.2	0.0	22.2	15.6	22.2	37.8	5.5
	(HP)	5.9	10.0	10.9	14.2	14.2	44.7	5.8
Philosophy	(D)	44.4	15.6	6.7	2.2	11.1	20.0	8.9
	(HP)	53.6	17.6	5.9	2.1	2.5	18.4	9.6
Religion	(D)	24.4	24.4	15.6	8.9	6.7	20.0	7.2
	(HP)	28.5	21.8	9.6	5.4	4.2	30.5	7.4

---

*(D) represents deans and (HP) the humanities professors.

that languages, English and foreign, come first, with history close behind.[7]

We asked as well whether

> **Advanced courses especially designed for the schooling of the prospective teacher of the integrated course should now be included in all advanced programs for the doctorate.**[8]

On this there was somewhat more division of opinion in both groups. Only a few more humanities professors were inclined to agree than to disagree (39.3 per cent and 36.8 per cent). Slightly more of the deans were inclined to agree—48.9 per cent to 40.0 per cent. In both groups more were disposed to agree than not.

The So-Called "Generalist"

Then we raised the question whether

> **There is today a great need for properly qualified "generalists" as teachers of integrated undergraduate humanities courses.**[9]

Many deans demurred on this one—37.8 per cent. However, of those who had an opinion only 13.4 per cent tended to disagree. Almost half, 48.9 per cent, tended to agree. About a fifth of the humanities professors tended to disagree. Thirty-six per cent tended to agree. Among them, too, there were a large number who expressed themselves neither for nor against (40 per cent). One dean commented, "The real block is that departments will not accept them."

What Is the Market?

Asked whether they thought there might be a market for such persons, our respondents observed,

---

[7] With all this discussion of the "research man" and the "good teacher," with the concern expressed for quality of instruction, and the attention devoted to the range and content of the humanities teacher's schooling, deans and humanities chairmen reached one of their highest levels of agreement on an element generally outside the strictly academic. Presented with the statement,

> Adequacy for effective teaching in undergraduate classes is at least as much a matter of personality and general experience as of formal academic preparation

they aligned themselves in this way (in per cent):

	Agree Strongly	*Inclined to Agree*	*No Opinion*	*Inclined to Disagree*	*Disagree Strongly*
Deans	20.0	53.3	8.9	17.8	0.0
Humanities Chairmen	28.5	44.4	4.2	14.2	4.6

[8] Commented one, "Unless Education gets hold of them."

[9] Two comments express, perhaps, a widely prevalent view—"Yes, but the best generalist is the best specialist too," and "Yes, but a generalist without first being a specialist in some field is dangerous." Another added, "Only in junior colleges."

There is a terrific market if he has a Ph.D. and is really good. (Private university)

There is certainly a demand if you can get them. (State university)

It's good as far as we are concerned. (State college)

Relatively high here, particularly at the doctoral level. (Small college)

Definitely, especially at the smaller schools where courses are more closely related. (Small college)

Should be as good for good people as for physicists and chemists. (Technical school)

The In-Service Program

In the course of the early visitations it was sometimes suggested that any deficiencies which might characterize the preparation of a young Ph.D. at the doctoral level could very well be corrected in an in-service training program within the institution at which he is employed, within the department with which he is aligned. Having heard this judgment voiced many times, we quoted it and asked for responses.

> **The only efficient device for correcting the deficiencies of the present-day doctoral schooling of prospective undergraduate instructors is an efficient departmental in-service program for recently graduated instructors.**

Deans were disposed to think so. Of them 46.7 per cent were disposed to agree, 31.1 per cent to disagree. The humanities professors had a harder time with this one. Just about two-fifths of them couldn't say. Of the rest, 28.9 per cent were disposed to disagree, 28.5 per cent to agree.

The Number and Kind

Perhaps the responses of the humanities professors will gain some clarification, however, when we consider their responses to another element of the survey. At another point we asked,

> **Does your department have an in-service training program?**

A few did not reply. Only forty-three, or 18.3 per cent, said yes, while 139 said no. In the further responses and comments, however, it became evident that our term, "in-service," had been interpreted rather broadly by some. There was a disposition to cite, as instances, summer study, time off for graduate study, independent staff research, and even courses in education. One chairman said that he did not know what the term meant.

Many of the comments referred exclusively to the services for departmental graduate assistants, and this was generally in connection with freshman English. These were generally lacking in specific detail, though we asked for descriptions. But, generally, they seemed intended to convey the impression that their service was something like that reported from a large state university—

> Each graduate assistant in English is assigned to a senior member with whom he works five hours a week learning routine things. Towards the end of the semester he teaches two or three times. Meetings of all assistants are held periodically (twice a month), at which times specific aspects of teaching are considered.

or from a major private university—

> We employ graduate students nearing the Ph.D. as Graduate Tutors and assign them to teach one or two sections of our freshman course. They receive close supervision from the director of the course. We also provide lectures and seminar meetings for these as well as other graduate students on matters relating to college teaching and the profession.

or from a state land grant institution—

> Beginning English instructors meet regularly with a committee of veteran instructors, discuss teaching problems, grade papers jointly, make lesson plans, this through the first term.

It seems that only a few departments have a regularly established training program designed, not for graduate assistants, merely but for new department members. Thus at a polytechnic university—

> All new graduate assistants and all inexperienced instructors attend a non-credit seminar given by the Chairman of Freshman English and other senior staff members.

or at a state university—

> On a once-a-week basis, for new and inexperienced instructors in Freshman English. Designed to familiarize new people with policies and practices obtaining in the program.

or at a land grant university—

> New instructors in Humanities attend lecture-demonstrations of related materials during their first semester.

and at a rapidly expanding state university—

> Our in-service training program in the Humanities varies markedly from year to year depending upon the number of new staff members employed. Generally a great deal of time is spent in staff conferences dealing with course content, methods of instruction, aims and objectives, and the results of student evaluations of the program .... This is an essential feature of the success of an integrated humanities program ....

We also asked each chairman whether he planned to institute an in-service program in his department in the near future. Of the 190 answering "No" to our inquiry about present in-service facilities, thirty gave no response, twenty said "Yes," and 140 said "No."

SUMMARY

Responses from humanities professors and deans show that there is, in the region, a widespread and pronounced confidence in conventional doctoral schooling, perhaps to some degree at least because most of those who share this sentiment were themselves schooled before the more recent, and increasingly prevalent, intensification and narrowing of work at that level became so much a matter of concern. However this may be, there is also in the region a prevailing and sustained dissatisfaction among deans and humanities chairmen with the doctoral product as teacher. Two aspects of conventional schooling at this level are coming increasingly under criticism—its narrow and restricted character and the lack of any practical or effective preparation of the candidate for actual classroom involvement. There is a considerable clamor for teachers of more breadth and flexibility. There is insistence as well that some differentiation be made between the schooling of the typical research specialist and the classroom teacher and, as well, some differentiation in placement and professional advancement.

Many of the regional institutions are still small enough and traditional enough in their orientation to honor breadth of learning and to seek it in their instructors. Most of the institutions, despite considerable pressure to the contrary, continue to strive for synthesis in learning. Consequently, with the pressures increasing on almost every area of the humanities, particularly in the required areas, chairmen are becoming more and more concerned about the quality of classroom instruction and conduct. Until teaching machines are at least somewhat more perfect than at present, the best assurance of this, it would appear, will continue to be the well-schooled teacher. Avowedly, the conventional expedient of simply letting the young Ph.D. loose on the unsuspecting undergraduates, where, in one to five years, he either decides to give up teaching altogether or completes his education and corrects his teaching practices at the expense of hundreds of young learners, has often been damaging.

A second mechanism for correcting the inadequacies of graduate instruction and converting its product to efficient classroom performance is the in-service training program. Such a function is especially useful in assisting the new teacher in his adjustment to departmental and classroom circumstances. But programs of this kind, as our study shows, are few in number in the region—almost non-existent except for those in a few schools designed to re-tool graduate assistants for manning myriad sections of freshman English, and, considering the instructional burden now placed on many departmental staffs, they are not likely to develop appreciably.

The only legitimate solution would then seem to be in the reviewing, reassessing, and reforming of much graduate instruction in the several areas of the humanities to make for (1) more breadth and synthesis of subject matter and (2) quicker and more effective adaptation both of the content of the field and of the instructor himself to the interests and needs of students. As our review of courses and programs in Appendix D shows, some institutions in the region are already attacking the problem with freshness and effect.

CHAPTER VI

IMPROVING THE ROLE OF THE HUMANITIES

HOW IS IT WITH THE HUMANITIES?

There is evidence throughout the preceding chapters that the humanities are not doing badly in some areas, at some colleges. We have seen that the humanities component in general requirements for graduation is relatively substantial in most of our institutions, that this component has been increased recently at a significant number of institutions, and that in many specialized programs also —engineering, pre-law, pre-medicine, and others—the humanities have been given increased representation.

In several humanities disciplines, the number of doctorates conferred has increased, though output has remained about the same or has declined in others. Many departments report an increase in the number of departmental majors, too, but that these are proportionate to increased enrollments is not clear.

Two deans state that encouraging the humanities on their campuses is not a problem, that, rather, theirs is a matter of giving other disciplines proper representation. A third comments:

> With approximately 4,000 undergraduates, fully one-half have identified themselves with the School of Arts and Sciences, and the Departments of English, History, Fine Arts, Foreign Languages, Music and Philosophy are all growing rapidly. This campus may be an exception, but we do not have the feeling that the humanities are being neglected or are losing their hold. Instead, we have the feeling that the humanities are staging a "come-back" and that this is only the beginning.

A fourth may express the view of others when he states:

> The trend in the past fifteen years has been toward greater recognition of the importance of the humanities in a man's education. The American Telephone and Telegraph experiment for executives to study the humanities at Philadelphia is an illustration that is pertinent; likewise, the remarks of Paul Hoffman, Clarence Randall, and other business executives point to the need for men of broad education, men of imagination, having the vision and understanding to solve new problems in business and government and hence to the need for a broader study of the humanities.

Perhaps it was just such evidence that prompted one of the more than two hundred humanities chairmen who participated in our inquiry to observe:

> I do not think that the humanities are suffering unduly, or that the teaching of the humanities is in any great need of reform.

Many opinions reviewed in the earlier chapters suggest, however, that this position may not be broadly shared. And a consideration of the suggestions elicited from all those contacted—deans, humanities chairmen and teachers, and chairmen of areas outside the humanities—as to how the role of the humanities in the region may be strengthened confirms a more extensive concern, certainly. If, as it is to be hoped, the humanities in the colleges of the region are in no imminent jeopardy generally, their role is, patently, being much adjudged, both from within and without.

SUGGESTIONS FOR IMPROVING THE ROLE OF THE HUMANITIES

If the mere volume of response to that portion of the questionnaires headed "Improving the Role of the Humanities" was somewhat overwhelming, the responses themselves, in every particular, were of such quality and tone as to merit the most careful consideration. Clearly, those who were writing were formulating their best thought on the topic—and with sustained good will. For this reason, it is regrettable that the whole cannot be made available to the reader. But not the volume alone poses problems; the variety and range of the comments are equally great. In subsequent portions of this chapter we have sought to present as many of these views as possible and in such context and completeness as to give a true impression of the impact of the whole. In the early sections, recommendations range from suggestions as to reform of high school curricula and instruction to curricular reform and improvement at the college level. Subsequent units have to do with the strengthening of the campus context of the humanities, the improvement of the status of the humanities teachers, and improvement of humanities teachers and teaching. Concluding sections present views as to how the humanities professor may relate himself more completely and effectively to the total college complex, with particular comment on breadth and synthesis as essential features of the humanities outlook.

REFORM AT THE HIGH SCHOOL LEVEL

Not unexpectedly, perhaps, some college teachers look first to the high schools as the seat of the difficulties. As a chemistry professor put it:

> At present, college faculties in the humanities have to spend about half their time trying to instruct in techniques and facts that the students should have learned in high school.[1] Anything that will improve the teaching in high school would allow the college teachers to start at a higher level of instruction. The National Science Foundation has contributed very greatly to the quality of teaching in the natural sciences in recent years by means of numerous summer institutes and year institutes. It would seem that something similar should be developed for high school teachers of the humanities.

A second man reflected:

> The only solution lies in a restoration of the importance of the humanities in high school curricula and not the substitution for these courses of such courses as band, driver-training, and the like. This can be achieved probably only through the re-education of the general public to the importance of the humanities.

And this came from an engineering professor:

> These experiences should be fostered in school long before college, must have their beginning in students' lives as soon as possible in order that the first twenty years will be influenced by these very important elements. Life in the humanities should not begin in college but should be a developing influence for *all* students in all education.

"Improve our high schools so that teaching algebra is not deferred until college," commented a physicist, "and all engineers would have more time for the humanities. And this is true of the other professional programs."

Some humanities teachers concur in these views. One of them felt that:

> The Southern high schools do not give their students the backgrounds essential to a proper pursuit of the humanities in college.

---

[1] "The integrated courses," commented one classic professor, "are in fact hardly more than a belated attempt to remedy the inadequacy of secondary education."

> In far too many cases, entering students do not have the tools of study basic to humanistic studies on the college level . . . I believe that if we could get a broader and deeper cultural content in our secondary schools, we should soon see an up-surge of interest in the humanities in college.

And a second stated:

> In my estimation, the fundamental educational weakness in America is in the secondary school, not in the graduate school. The B.A. and B.S. degrees have taken over preparatory school education and forced the graduate schools to offer undergraduate work. The pressure for change should be downward not upward.

There were, naturally, recommendations here. One was for increasing humanities content in the requirements for graduation from high school. Another was for humanities survey courses in high school patterned after the best interdisciplinary courses in college. Many respondents hoped that high school teachers might be better screened and better trained, tending to agree, it would seem, with the one who said, "Anyone (almost) who earns credit hours can obtain a teaching position (at least in high school)." One man in English believed he saw the seat of the difficulty:

> Perhaps the key to strengthening of the humanities in the South is better education of secondary school teachers, most of whom are people of limited intellectual interests and attainments. This is largely the result of the strangle hold that the "educators" have on the teaching profession.[2]

He then, however, suffered a slight twinge of conscience and added,

> We in the humanities who teach the College-of-Education students in subject-matter courses must take the blame for a job not always well done.

That suggestion richest in intimations of what could properly be done came perhaps from a humanities professor at one of our major universities. He held that humanities people from the colleges should work toward a closer and more effective articulation of humanities instruction in the high schools and colleges of the region.

Other considerations touched upon the quality of the high school graduate admitted to college, one psychologist recommending that the lower 50 per cent of entering students be screened out, since, as he felt:

---

[2] He would have been comforted, no doubt, by the words of another who knew he had the answer:

"We must get rid of those terrible schools of education which train the teachers of primary and secondary schools. Here is the biggest problem! The child is not exposed to a real humanist in his previous education but to an education major (and that in my books is a bad word)."

> They are not capable of comprehending the concepts in many of the humanities courses. The humanities are not, in general, for the mediocre.

Perhaps a more constructive judgment, however, came from a classics professor:

> Really effective measures should be taken to interest, persuade, and encourage high school graduates of the better sort to consider and to elect the curriculum in the humanities for both its intrinsic values and its unique advantage as preparation for later specialized training. The usual question is: "What can I do with a liberal education?" There are hundreds of good answers, and they should be better known. The need for this kind of information appears to me to be more urgent in the South. Here many students, adequately prepared to enter a curriculum in the humanities, veer away into frustrated and often disastrous studies at the moment in vogue.

REFORM AT THE COLLEGE LEVEL

Graduation Requirements

There was much said of curriculum reform at the college level. Not so much, however, for either reducing or increasing requirements. One professor outside the humanities did think it would be well for all majors outside the humanities to have specific requirements in the humanities. One dean seemed to favor this point of view, stating, "The humanities will sell themselves if the student is made to come in contact with them by definite requirement." A professor of chemistry thought the general requirements should be increased to 136 semester hours, saying, "Any student who deserves to be in college should be capable of satisfactorily carrying seventeen hours each semester." "The National Science Foundation," he added, "would favor six more hours in the humanities if general requirements were so lifted." One humanities professor proposed that present four semester requirements in science and mathematics might more properly be reduced to a one-year course in the history and methodology of science. He favored as well a general reduction in the hours requirement for the undergraduate major.

THE IMPROVEMENT OF COURSES

More frequently, it seemed, sentiment favored, rather, the improvement of courses now offered. A sociology professor noted:

> Our need is not for a larger number of semester hours in the humanities, but for a more realistic use of the hours already allotted. The humanities are simply not doing their job properly.

A second begged that humanities requirements be made "functional rather than hurdle requirements." But a dean from a major state university perhaps said this best. What is needed, he noted, is

> . . . less rigid notions about courses we offer in the humanities, and more thought about making courses relevant to the ideas and questions in the minds of students . . . less insistence in literature through contemporary examples. More concern for ideas (for which our young people are hungry) through introductory courses in philosophy. Introduction of controversial issues and provision of opportunities for the expression of rebellious adolescent ideas.

Adverse Conditions

The Trend Toward Mass Instruction

Many respondents saw hazard in the crowding of present-day undergraduate programs and schedules, in the increasing size of classes, in the swelling clamor in some quarters for larger student-teacher ratios, seeing in all these a genuine threat to instructional effectiveness, particularly in certain areas. "Most of our required courses are becoming spectator sport," commented one dean. And a philosophy teacher observed:

> Philosophy in particular and, I think, many other areas of the humanities do not prosper under the usual conditions and techniques of mass education. They call for a more intimate student-teacher and student-student relationship . . . in general for reflection discussion, and person-to-person interaction. As frozen in set lectures and secondary source (textual) reading, they become lifeless and unreal.

The Proliferation of Courses

Many more spoke of the proliferation of courses within the departments. One dean noted that:

> One tendency in the humanities which is just as pronounced as in business, education, the social and technological curricula, is that of creating fragments of knowledge as course subjects and the consequent proliferation of such subjects at the undergraduate level.

A history chairman concurred:

> I long ago concluded that most departments offer more courses for undergraduates than the cause of sound learning requires. In part this is connected with a desire to have a broad program including many specialties for the instruction of graduate students who are placed in undergraduate classes . . . I would especially argue for the segregation of graduate students, who represent the best justification for many specialized courses, in exclusively

> graduate courses and seminars and exposing the undergraduates to courses with broad rather than narrow coverage.

A man in chemistry held that:

> Most of our troubles in curriculum come from the human weakness of wanting to build empires.

RECOMMENDATIONS FOR CURRICULAR REFORM

And so professor after professor proposed a radical pruning of courses, a "cutting out of the dead wood," as a zoology teacher put it. "There are too many requirements," said one, "especially in courses not relevant to liberal arts education." "If we can get rid in various curricula," said another, "of those many courses in which credit is given for simply exercising good common sense, there will be more room for the important." "Condense the number of courses, eliminating very many, and then raise the standards and worth of those given," suggested a third.

> Not that literature is of questionable value—rather, just the opposite—but that it does not require the mountainous volume of courses now given . . . De-emphasize psychology and journalism. Their essential content does not require long study. There is a fad or illusion in them, as well as in many others, of piling the same thing higher and higher and adding sheer nothings.

Interdisciplinary Patterns

Usually where curricular improvement was proposed, patterns of interdisciplinary instruction came in for consideration. Some who thought of these as a possibility promptly dismissed them as a fearful one. One English chairman, for example, observed:

> I am all for strengthening the role of the humanities . . . but I have not yet seen an integrated program which could compare in real quality, thoroughness, and discipline with an intelligently conceived and operated system of undergraduate majors, with comprehensive examinations, senior seminars, honors programs, and a faculty which in its teaching pointed out the interrelationships of its individual disciplines to knowledge—or the humanities—as a whole . . . . All too often the humanities course is too broad and snippy to have any real meaning or afford any intelligent grasp of anything. "A little knowledge . . . ." My experience of most humanities courses and majors is that they tend to attract not the able, serious student, but the superficial, butterfly type, who is looking for a program which supplies him with a veneer of "exciting" cocktail party chit-chat without demanding the rigor and hard work which real learning—not synthesis—require.

An art professor, too.

> If there is a danger of moving too far in one direction, I would far rather take the risk of moving too far in the direction of over-specialization than in the direction of shallow diversification.

And a second professor in English added:

> I think that interdisciplinary programs lead to superficiality and will probably lead to down-grading rather than up-grading of academic status.

But such attitudes were rather sparse than sustained. Most who mentioned such ventures, even where they felt themselves unprepared to give them or participate in them, seemed disposed to learn more about them. Perhaps a history chairman stated this position most explicitly:

> As a matter of abstract theory, I hold that there can be good, general or integrated courses in the major divisions . . . . I have been personally acquainted with only a handful of such courses in any field. There is, unquestionably, a widespread suspicion of such courses among faculties—based partly on an over emphasis on specialization and partly on the not wholly indefensible assumption that because there are very few such courses, any specific one is likely to be unsatisfactory. I would like to see a spread of such integrated courses in the hope that we can gradually develop sound courses of this type. I believe they may have more to offer the average undergraduate than more specialized introductory courses oriented to a single discipline. We require our undergraduates to take too many courses . . . . Programs of five or six courses a semester are better designed to dissipate the student's energies and to confuse rather than to educate him. But, I must say candidly, that I have felt compelled several times to tell our Dean that . . . I have serious doubts that we could find men who were both competent and willing to teach them.

Some respondents conceived of planned inter-departmental relationships apart from so-called "integrated" projects. "A required core of humanities courses, though they might not be physically and academically integrated," said one, "would be so correlated in plan and objectives as to produce integration in the student." Another thought that the several departmental surveys might be so taught "in time and place" that the instructors might sit in on each other's offerings:

> I envisage a survey of literature at 9:00, History of Art at 10:00, History of Music at 11:00—all in the same room for the same group of students. Another semester (probably the earlier one) History at 9:00, Philosophy at 10:00, Dance at 11:00. Obviously this is not a carefully considered curriculum (in its details) but the essence is that experts teach their own fields and yet rub elbows with the experts of other related fields.

Other commentators suggested that interdisciplinary seminars now being introduced at some colleges may do much to assist students in putting things together meaningfully, not only the elements within a discipline, but those related to it as well.

> Although I feel that here . . . the students in the physical sciences do receive a fairly decent humanistic background, still there could be much improvement, especially by means of seminars in the junior and senior years which would attempt to integrate their knowledge from a more humanistic standpoint.

Often these projects are seen wholly as aids to the students in making a meaningful synthesis of their academic experience. Often they are cited as means of synthesis for both faculty persons and students. A philosophy professor at a major state university observed:

> I believe our humanities courses have justified themselves both from the point of view of the students and staff. I hear grumbling sometimes from both sources . . . since the courses are required . . . . I have no specific suggestions for strengthening the role of the humanities except, perhaps, to try to persuade more college administrators of the desirability of trying more of the integrated type of courses.

From another institution, where an interdisciplinary doctoral program has been inaugurated in recent years, comes this comment:

> This has strengthened the humanities . . . in its own right and indirectly, by providing the . . . faculty with interdisciplinary experiences that enhance their teaching in their own special disciplines, both graduate and undergraduate.

A philosophy professor elsewhere wrote:

> New programs take new money and the backwardness and conservatism of Southern colleges and universities—where it exists—is often a simple result of inadequate budget. Much could be accomplished by better communication among departments, however, and the inter-departmental humanities course can be a useful instrument for this purpose.

Occasionally, faculty persons themselves were so sanguine as to suggest that such ventures were sufficiently justified by what they could do for the specialists themselves. As a language teacher put it:

> There should be some required seminars for faculty members which will force them to relate their fields to others and to become doctors of philosophy in the great humanistic tradition of the past.

Such expressions were, indeed, so frequent and studied as to mark a wide-spread interest in interdisciplinary courses and programs. However, they were, almost without exception, accompanied by a qualifying injunction against "putting the less creative teachers" into the ventures. It is generally agreed that all such ventures should represent what a man in Fine Art called "the integration of the best teachers."

Other Modes of Curricular Reform

But there were occasional recommendations for even broader curricular reform. One technical specialist stated:

> I am not certain that the role of the humanities can be strengthened apart from other areas. I am inclined to think that too many colleges permit too many students to begin work in the professional curricula too early. I think we need to take a close look at the problem of general education and that any attempt to strengthen the role of the humanities should be a part of the broad attempt to strengthen the non-professional curriculum.

In this connection a dean thought that what is needed is:

> More flexibility and diversity in course offerings, less rigid insistence on class attendance for students capable of independent study, introduction of more courses intended specifically for independent study, variation from the sanctity of the three-semester-hour course by the introduction of one- and two-semester-hour offerings.

A humanities chairman suggested that humanities courses be classified by content and orientation rather than by departments. A language professor proposed that the so-called "major and minor" fields be abolished and a general liberal curriculum be made obligatory for all students. A philosophy professor at a major state university recommended an even more radical move:

> I think that higher education—in all regions . . . and in all areas of teaching—will continue to deteriorate unless it takes one crucial step—this is to absolutely abolish departments . . . Education is being destroyed by a parochialism that is deadly. Academic nepotism prevents students from getting a rounded education. The same material is taught, always badly, under ten different names in ten different departments. There is a complete lack of integration and depth . . . Until we abolish departments every attempt to improve education hits the immovable object of vested academic interest. And there are very few presidents or deans with the courage—not to mention the vision—to impose this.

Many institutions, it is good to report, are conducting serious and sustained curricular self-studies, some even without prompting from either an association, professional organization or a foundation. And all of these are probing the effectiveness of present patterns and purposes. Perhaps the following statement from a dean will serve to express the general temper of these endeavors:

> Next fall I hope to begin here a faculty study of the effectiveness of our program in developing the basic value patterns of our students. Originally I had in mind an approach which was limited largely to ethical values. Studies by such men as Jacobs and Eddy have indicated that colleges make far less impact upon student character than had been hitherto supposed. But as preliminary discussion . . . progressed, it became plain that we should broaden the scope of our assessment to include the larger values which might be identified as civic, aesthetic, and, if such a term is permissible, creative. We are troubled by the problem of balance and good taste in our teaching. We seek a balance between content, skill, and values. We wish to avoid the purely descriptive and the overly homiletic approaches to teaching.

As an earlier portion of this chapter showed, one means envisaged for disburdening the college curriculum was that of throwing back responsibility for many offerings to the high school. There was a second proposal—to cut out some undergraduate courses. Another means often mentioned was the removal from the liberal arts curriculum of items more appropriate to other schools. For example, a biology professor noted:

> Many professional studies could be taught and should be taught in trade schools. A true university will not only train but educate the student. It will give him broader perspective through a thorough grounding in the humanities so that he will better understand the implications of his special field in the over-all development of society.

And a history chairman proposed that, instead of trying to be all things to all students, institutions might, more efficiently, choose and develop institutional specialties.

> The greatest weakness of the operation of our colleges and universities . . . is that too many spread their activities too thinly . . . . Individual schools, I think, could better concentrate on certain activities and thereby become better schools . . . . A school could perform great services if it concentrated its activities in one particular area, either humanities, social science, or science. Few schools have adequate finances to become all things to all men. Here is the chief failing of many institutions in the South. Millions of dollars can be poured into an area in science, chemistry, for example, but the operation of a first-rate chemistry department is so expensive that additional millions are required to keep that department going in a first-rate fashion. A pittance of the money required for a first-rate science department would be enough to operate a truly first-rate English department, for example. In the South we would benefit immeasurably by cre-

ating only several outstanding schools of science, and then at other places creating outstanding programs in the social sciences and the humanities. Unfortunately, and this is again merely my own opinion, too many college administrators simply bite off more than their institutions can chew.

THE CAMPUS CONTEXT OF THE HUMANITIES

Quite naturally, few respondents thought of modification of program without realizing that the context of the academic offerings is a most important feature of the education of the student. Accordingly, there were many recommendations for a step-up in the number and quality of campus experiences afforded him. Tasteful pictures and statues; attractive library and bookstore displays; rental services of art products; attractive rooms for reading, listening, discussing; special student-faculty projects—recitals, exhibits, colloquia, festivals; recognition of creative endeavors on the part of both students and faculty—prizes, citations, programs; drama projects, recitals, lectures, both by campus and visiting figures—all these were mentioned many times. Frequently proposed was the idea that some agency subsidize annual campus visitations to regional campuses by eminent artists, authors and poets, musicians, philosophers, religious leaders who would remain on each campus for a time meeting informally with students and faculties. Perhaps three statements express this general concern for context adequately for all:

From a technical university for Negroes—

> It should be kept in mind that many of our students, perhaps the great majority of them, come from small towns, small schools, and limited experiences. Even those students who come from the larger Southern cities or large Northern metropolitan areas are, because of the economic, social, and political philosophy about Negroes, greatly restricted in their outlook . . . The humanities program, along with the entire school program, should be one which would touch upon and give direction in the areas of needful living, economics, sociological living, historical perspective, literary activity, communication, religion, philosophy, and leadership generally.

From a liberal arts institution—

> What I have in mind is a college where frequent exhibitions of objects of art, facilities for the use of pictures for the decoration of classrooms and dormitories—the decorations of the interiors themselves—are consciously planned for their educational values; so also concerts, listening rooms, libraries of recordings for student use, exhibition of books, dormitories, library, reading and

> dramatic groups—lectures and discussion groups focused on various aspects of the aesthetic or philosophical problems or developments represented by the material displayed—all planned so as to have some degree of theoretical coherence in any of various ways at different times, so that humanistic attitudes and experiences are a part of the constant environment. In this way, I think, stronger intellectual habits would be formed through the four years of college than within the limits of formal courses.

From a woman's college—

> Our situation, a college for women offering the A.B. degree only, and traditionally directed to a wholly humanistically oriented curriculum . . . is such that the whole campus atmosphere, for which administration, faculty, and student organizations are jointly responsible, is a constant stimulus for faculty and students alike to interest and concern themselves for personal development along humanistic lines. This, I feel, is just as true for the work in science and mathematics, applied music and art, as it is in the more specifically humanistic departmental offerings. I would say that this commonly shared concern within an academic community is the most effective means of strengthening an effective program on any campus.

But a fourth, from a chemical engineer at a technical institute, merits attention as well—

> Over the years I have had an intimate acquaintance with chemical engineering students at four schools—M.I.T., Carnegie Tech., the University of Illinois, and Georgia Tech. In comparing the engineering students I have known at these places, I find that those at Illinois were much more liberal, much broader gauged, much more deeply interested in the humanities, on the average, than the students at the other schools. Yet the chemical engineering curriculum at Illinois included much less humanities content than the curricula at the other schools. So far as I can see, the reason for the difference is that Illinois is the only school of the four that is a complete university. At Illinois a chemical engineering student lives in a dorm or fraternity with many men whose major interests are in the humanities. Most of the girls he dates have their major interests there. Apparently these informal influences are much more effective than humanities courses in awakening an interest in the humanities.
>
> Of all chemical engineers I have encountered from all over the world, the ones who have impressed me as being most truly liberal—the ones who use the humanities most effectively in their professional and personal lives—are those who have graduated in chemical engineering from the University of Cambridge, in England. Yet a chemical engineering student at Cambridge takes no humanities whatever. I have asked Cambridge grads about this, and they agree that their awareness and appreciation

of the humanities springs from the effects of the residential system at Cambridge. Typically a chemical engineering student resides in a college where most of his comrades are interested in things like art, classics, literature, archeology—everything except engineering. The result is that he absorbs an interest in these things through his pores.

THE CONTEXT OF THE HUMANITIES TEACHER

Considering the context of the humanities on the campuses, many thought of the conditions and status of the teacher of the humanities. The generally inadequate budget of many regional institutions was often referred to and the consequent need for foundational interest and support comparable to that in the sciences. It was often stated that the humanities teachers come off badly salary-wise. A geology professor, for example, commented:

> The area of the humanities is as "respectable" as any. Bring the salary scale up to be more nearly equal to those in other professions. Is a professor of English or philosophy worth any less to the community than, say, a crane operator? At present . . . the answer seems to be "yes."

Commenting on the "blunt fact" that the humanities occupy "a kind of second or third rank in the public mind and on any campus where scientific and professional majors are also offered," one professor concluded:

> The only course of action I see is to continue emphasizing the importance of humanistic training and to continue to seek means whereby the liberal major and the liberal college teacher can realize economic advantages more nearly equivalent to those the non-liberal majors and teachers enjoy.

And a history chairman in a major university wrote:

> The worst condition on our campuses today is this matter of the inequities in salary and rank between scientists and all other professors. It will be solved only when some administrator comes along who is willing to reward all of his professors on the same basis.

But, more than salary, other conditions were cited. And these, in every instance centered around means of stimulating and enriching faculty life. Many asked that somewhat more leisure be given each professor, first, so that he might have more time with superior students and, indeed, students generally, and some pointed to recent honors projects as suggesting the possibilities, although they noted that many of these are now superimposed upon the former regular duties of the professor. But leisure is necessary as well, many insisted, to allow the faculty time for creative work of its own. Refresher study opportunities, travel, and research activities are all necessary to the life and effectiveness of a superior teacher, they held. And yet grants are not generally available for the humanities teacher. As one dean commented:

> Unfortunately but true, funds to encourage research are less readily available for scholars in these areas than for similar people in natural science and are probably more limited also than such for scholars in social science. Simply, this is another area in which the removal of the inequity would be desirable.

One device mentioned again and again as a possible source of refreshment and stimulation was the institute. This medium could be employed for at least three purposes, it was stressed—to acquaint teachers in the humanities with new programs and new methods; to acquaint administrators with the role of, and developments in, the humanities; and to contribute toward a better articulation of college and high school humanities teaching. Here, perhaps more that in institutional grants for professorships or salary increases some suggested, is the point at which wealthy benefactors, foundations, or regional agencies like the Southern Regional Education Board might make signal contributions to a strengthening of the humanities regionally.

At all events, it is, as one dean said, the perennial responsibility of the administration to assure such stimulation:

> After working with a college faculty for a good many years, I am convinced of the need of providing experiences which constantly renew the outlook and enthusiasm of teachers and administrators. Any program, no matter how excellent in its initiation, tends to become stale and routine through time. Every college has to provide the means or the occasion to re-awaken the minds of teachers who are perpetuating yesterday's programs and methods without yesterday's freshness and enthusiasm. Every college must challenge the imagination and stir the creativity of its teachers in ways that constantly reinforce the challenge and meaning of the program in the minds of students.

Needed: Superior Teachers

Central in strengthening the humanities is, obviously, the superior teacher. This almost everyone insisted upon. Humanities teachers should be persons of character.

> We should do a better job in leading our students to recognize, face, and decide upon moral issues. We must ourselves accept responsibility and, as professors, set high standards and live and think honestly. In my student days, I was more influenced by the examples of teachers in science than by those of teachers in the humanities. Many of the latter seemed unwilling to take any stand.

Humanities teachers should take pride in their specialty and their role. They have no occasion to "defer to the sciences." "Humanities teachers," said one dean, "in general need to drop their false modesty and abandon their inferiority complexes."

> Without any effort to denigrate the role of the sciences and the social sciences, humanities teachers should stand undismayed by their exclusion from the realm of what is "scientific." The fact that a discipline deals with the totality of man's experience rather than with an abstraction from it which may be weighed and measured is not to the disadvantage of that discipline, but quite to the contrary.

And another commented:

> The crux of the matter lies in the effectiveness of teachers. I have detected over the years . . . a sort of defensive attitude which I do not think should exist. It is true that the sciences are receiving much more attention and will probably receive more in the next few years, and perhaps the same will be true with the social sciences. The study of the sciences and modern languages has been stimulated by government grants and private foundations, and there is still a big demand for more effective work in communications and for the study of history. I do not see where the teachers of the humanities have any reason to be on the defensive.

Men in the areas outside the humanities look for the effective teacher. An electrical engineer wants more evidences of culture on the campus among the humanities professors themselves. And a man in mathematics stated:

> Give me a good literature professor and I'll study literature. Set up a poor one, and I don't want him. I don't want to be forced to take him, and I make the same plea for my children and my neighbor's children.

Many outside the humanities deplore the use of graduate students and green instructors for teaching the required humanities courses. They look for relevance, up-to-dateness, and creative endeavor. "Vitalize the humanities courses," suggests a mathematician, "by relating the activities and concepts to present-day life." And some in the humanities concur. A classics professor, for example, said this:

> In my opinion the humanities suffer primarily from poor classroom teaching . . . This poor teaching, I believe, comes about because of an unwillingness upon the part of the teachers to change past methods. The student in the college of today is not the same student as his father or his grandfather; yet most teachers teach him as if he were.

> It is not possible to educate every member of a democracy in the same things, using the same methods as might be profitable in educating a select group only. A half-century back, the college population was a select group; today it is most cosmopolitan . . . This change, I believe, required corresponding changes in teaching methods.

Breadth and Depth of Learning

"Broadly able and cultured teachers"—breadth of learning and teaching effectiveness—these are the qualifications most demanded. As one dean put it:

> The humanities programs are suffering because of (1) lack of breadth on the part of the lesser prepared teachers and (2) concentration on research on the part of the better prepared members of the staff. The institutions are largely responsible for this because professional development is measured in terms of research publications and little or no reward is given for effective teaching.

Breadth of learning is demanded. But depth of learning is also constantly stressed. Said one respondent:

> I think that a teacher of the humanities must be basically a scholar. He should branch out from his specialized competence to other related fields, not just have a superficial knowledge of many fields. Specialization can, to be sure, be overdone, but it can also be underdone . . . . The successful course in "integrated humanities" with which I am acquainted is the course in great books for freshmen at Columbia University. Each professor . . . is a specialist in a definite field, who has proceeded from this to the other topics involved.
>
> I think that the role of the humanities can be strengthened by the encouragement of competent experts to teach them, who balance teaching enthusiasm with scholarly attitudes and the intellectual curiosity which leads to and is nourished by research.

No lessening of specialization, say most.

> Among the graduate teachers I have had, all but one of the best scholars were good teachers, and it was the specialists who made me see that their fields of interest were related to everything else, even if they sometimes were too ready to take the fact as evidence that their fields were central.

The Role of Research

Research interest is the mark of the live teacher:

> I hold that active research is one of the most certain vehicles for keeping the scholar intellectually alert, and that . . . a man indifferent to research should be suspect as one who has lost

> his zeal for the intellectual life. In practice, I well know, some research scholars become narrow in their interests, intrude their specialities into the classroom to a greater extent than seems justifiable, or neglect their students to impress their colleagues (and, incidentally, their administrations) with their achievements as productive scholars. On the other hand, colleges are filled with men who received the Ph.D. years ago and who have not had a really exciting intellectual or scholarly idea since that time.

It is indispensable to the refreshment of the teacher—

> In this writer's experience, covering many years and many institutions, the best teacher has almost invariably been a good scholar, and the worst teacher has frequently been a glib and empty performer who scorned research. Because universities and colleges are now so crowded with students, many faculty members have difficulty finding the time to be learned men, and the emphasis is often upon making them efficient transmitters rather than scholars. Unhappily what they have to transmit will become stereotyped if they have no opportunity to refresh their stock of knowledge by study.

Research not only refreshes the teacher, it is, as well, a source of prestige among one's colleagues in the sciences and social sciences. It is, as one said, "a cachet of respectability."

> We should not fight research in the training of humanities teachers. If we do, we set ourselves apart as less scholarly and less to be respected in a college or university community.
>
> We should not fight specialization. Again, in comparison with other divisions on our campuses, we must not let it appear that our teachers are men of breadth rather than men of depth at a time when depth of understanding seems to be demanded.

With this position a dean of a major state university concurs:

> The strength of any humanities program is certainly dependent upon the competence and dedication of those who teach in the area as well as their understanding of the relationship between the humanities and education generally. The acceptance of this essential segment in education depends to a great extent on the attitude of faculty members outside the humanities. This attitude will improve, then, only if respect for the humanities staff is enhanced. Hence the chief effort in making more effective a humanities program may be related to the education of those persons outside the area. It is our desire and policy to appoint persons in the humanities departments who can demand proper respect on the part of the entire faculty.

Inasmuch as effective research activity and effective teaching are not at all incompatible for many, it can be that a want of interest in research on the part of a teacher is evidence of something highly undesirable.

> While we ask that staff members contribute by research to the stock of knowledge, we also push for good classroom performance. The two objectives are not incompatible, although a member cannot do both research and good teaching without work. The genuinely competent man who does no research is, unfortunately, rare; it is well known, of course, that some researchers are poor teachers. There are men who pretend to be fine teachers rather than researchers and who are neither, alas. Probably the chief trouble in university teaching is laziness.

There is, indeed, great hazard in any effort to divorce research and teaching, even where each is equally acknowledged and rewarded.

> The idea that universities can maintain some research men who do not teach and some teachers who do not do research seems to me disastrous. In the first place, in the humanities, all but a very few large universities will soon discontinue the researchers. In the second, the researchers are the puncturers of glibness, which will soon take over if the non-researchers become a self-perpetuating separate group . . . . Given a choice between being classed as a scholar or a teacher, the majority will opt for the latter, because it is far easier and less discouraging to persuade oneself that one is a teacher. Equal rewards will tend to kill scholarship and not necessarily improve teaching.

Perhaps most of the commentary relative to the function and quality of the proper teacher of the humanities is summarized in the two statements below, the first from a humanities teacher, the second from a dean.

> In general, we should cultivate pride in our profession based on the deep conviction that we have something to offer which is needed and abiding in its values, and we should quit our worship of the sciences. This does not mean that we are or should be against them. We should arise from the position of abject *proskynesis* of demonstrable or postulated facts into the realm of *artes liberales*. These matters should be made known to our students, not necessarily in special courses, but by the attitude of the teachers . . . in the humanities and in talks at home or in the office or in connection with informal get-togethers. For the future of the humanities and the improvement of the humanities still lie with the informed, the dedicated, and the human-humane individual teacher.
>
> For better programs, then, get better men. While it is true that some research scholars are not successful as teachers of the humanities and some non-research teachers are successful, on the whole our experience is that the research scholar is the better teacher of general courses contrary to popular supposition . . . . To recruit and keep quality men, adminstrations might try to

> offer them salary and rank comparable to those of areas which are actually encouraged . . . Good teaching requires a certain aging and mellowing perhaps more than a certain kind of graduate training. Therefore, administrations that want first-rate teaching must be willing to hire men of ten to twenty years' teaching experience at advanced ranks, rather than relegating an important area of education to apprentices because they are cheap. . . . Our problem is not how to get uninteresting teachers to be interesting, but how to get administrations to invest in innately interesting teachers.

SEEING OURSELVES AS OTHERS SEE US

Though many of our respondents were disposed to think that the *only* way the role of the humanities in the colleges of the region can be strengthened was through the employment of superior teachers, unless that term "superior" implies much more than subject-matter mastery and classroom efficiency, there is, clearly something more that needs to be considered.

Perhaps the most disturbing feature of this inquiry was the number of criticisms levied at humanities teachers, not for lack of mastery of their fields, not for ineffective classroom service, but for want of concern for proper academic relationships with their colleagues. Over and over the charges came. Typical of these are a comment from a dean:

> There are professors in these fields who have a technical and vocational outlook as those in other schools whom we criticize for this same narrowness of outlook.

or that of a humanities chairman:

> Stop making the humanities a "discipline" or something academically highbrow. Too many of our teachers of courses in the humanities tend toward academic snobbishness and give other persons the opinion that the scholars in the humanities have a monopoly on all that is great, scholarly, and important.

Much more disturbing were the judgments from our colleagues outside the humanities.

From a physics professor:

> We need more modern social and philosophical points of view among the humanities faculties and less defensiveness.

From a sociologist:

> I seem to detect the emergence of a myth and those who adhere to it somewhat religiously as "keepers of the faith." To the extent that some such diagnosis is correct, we set up a damaging conflict within the universities . . . We have a mission to liberate thought, overcome ignorance and prejudice, and gen-

> erate a lifetime of inquiry on the part of students. It will be serious indeed if we add prejudice to the ample stock which already exists.

From a psychology professor:

> Why can't such teachers realize more than they do that dogmatism and smugness are the very opposites of what they are supposed to represent? Why do they have to be so far removed from the world of affairs and men? The decline in influence of the humanities comes primarily from these two faults (usually all too evident to their colleagues in other fields).

From an electrical engineer:

> Teachers of subjects usually classified as "humanities" should realize that they have no exclusive franchise for dispensing humane learning.

From a chemist:

> Encourage those in charge of humanities courses to recognize that other courses and other professors have much to offer which contributes to the development of the individual. . . .

This isolationism does not, it would seem, separate humanities and nonhumanities areas merely. A history chairman commented:

> The entire humanities program in this institution could be materially strengthened by a program of increased cooperation between the various departments concerned, as most of us tend to go our separate ways without much concern for the activities of other areas.

And a music chairman at a university wrote:

> I think that one of the greatest difficulties is that teachers do not have adequate knowledge of related fields in the humanities . . One of the greatest problems we face here is that of acquainting departments of the humanities with the dependence of one upon another. In the meetings of heads of departments here . . . my colleagues were amazed when I pointed out that I must relate the history and appreciation of music to art, literature, religion, history, languages, and even mathematics, that I am dependent upon them for a background for students in these areas.

Beyond these statements, however, the extent to which many respondents mentioned measures instituted at their colleges for developing mutual interest and regard among the humanities departments—"carefully planned interdisciplinary seminars, staffed by representatives of the different areas and intended for the people in the humanities," the practice of having lecturers from one discipline participate regularly in the offerings of other departments, and other devices—was evidence of even more extended concern with this problem.

WHAT DO WE KNOW OF OUR COLLEAGUES' SPECIALTIES?

Especially serious, it would seem, are the charges made against the humanities people of general lack of interest in, and knowledge of, the sciences and social sciences, charges from men in these areas, our colleagues on the various campuses.

From the dean of a large private university:

> A greater effort must be made by specialists in the humanities to understand the rationales of specialists in other fields. Our problems around the curriculum-study table grow chiefly out of the humanities professor of the role of science and/or social science.

From a technical expert at a state university:

> The role of the humanities will be strengthened chiefly by exponents of those areas learning enough about the other areas to interact effectively with them in our technical society.

From a professor of zoology:

> It may be strengthened by training humanities teachers a little more in the sciences in order that their outlook on the world of today may be broadened into modern science as much as the education of the scientest has reached into the field of the humanities. The role of the humanities on a college campus is as strong or as weak as the overall outlook and breadth of experience of its advocates.

A biologist:

> We must endeavor to increase familiarity with science among the humanities faculties. A large number of scientists regularly paint, play musical instruments, do sculpturing, but a reciprocal familiarity with, and appreciation of, science seems to be lacking among professional humanities persons in spite of the fact that science has been described as a 20th Century art form.

A physicist:

> It seems to me that the humanities would be greatly strengthened if faculties in the humanities had as much training in, and appreciation for, man's creative intellectual and experimental accomplishments in science as the faculties in the sciences have in the areas of the humanities. Some of the most aesthetically pleasing, intellectually exciting, and historically significant accomplishments of man have been in the realm of science, i.e., Bohr's Theory of the Atom and Einstein's Theory of Relativity. It seems absurd so little is known of these by so many among the humanities faculties.

HOW OUR CAMPUS RELATIONSHIPS CAN BE IMPROVED

Naturally there were countless suggestions as to how the humanities teachers might improve their professional relationships on the various campuses—almost as many, indeed, from the humanities teachers themselves as from persons outside those disciplines. First among these was a plea for finer teachers—more careful selection of those to be prepared, more thorough preparation, and hence more expert and admirable performance on the campus. But there were many others.

Many humanities teachers suggested that the prospective humanities teacher have a more substantial science component in his training "to bridge," as one put it, "the long-existent gap between the humanities and a scientific society." Many proposed interdisciplinary seminars "to demonstrate and develop the interdependence of the major academic disciplines." Just here the words of an anthropologist seem pertinent:

> Because they are the oldest disciplines, they are the most heavily freighted with tradition and sheer cultural inertia; also with a quality of academic snobbery towards the new that impedes interdisciplinary and inter-departmental progress. The social sciences need more emphasis on semantics and syntactics, particularly for their better students, who want to play seriously with ideas, but it is most difficult to find a language man who is at all interested in what the social sciences need in the way of linguistic skills. It seems to me that the interdisciplinary summer conference movement should begin bringing the humanities and the social sciences more frequently together on problems of related interest. We need them, and I believe that they would learn that we have something to offer in return. I might add that we all have a built-in deference pattern towards them that makes us hesitate to play the role of the unwanted guest. So we continue to kid ourselves that we too "can live alone and like it." But it is obvious that, as our empirical work becomes more precise, we must have more precision in our thinking—and most of this thinking will for some time be primarily linguistic—in the "language" rather than the "mathematical" sense.

There were suggestions as well for the improving of relationships between humanities teachers and students. Some suggested that humanities students be urged by their professors to associate with, and consult with, students in other areas. Some proposed interdisciplinary societies where faculty persons and students from the many disciplines might work together for better mutual understanding. Some had ideas about courses. A man in microbiology observed,

> At one time reading lists in literature contained scientific materials; biology and even physical science were treated as a humanity. It seems to me that an understanding of scientific principles is an essential part of the humanities.

Another suggested a transplantation of materials both ways—

> Include historical and philosophical perspectives in science courses, scientific literature in humanities courses. . . .

Some were content with service courses in the humanities. Said a dean of engineering:

> It seems to me that the major contribution of humanities departments is through the service course rather than through the major. I fear many teachers and departments of humanities consider service courses a boring assignment. But it is by giving a proper outlook to scientists and others that they can make their best contribution.

But others sought more distinctive offerings—humanities courses for the science majors, but at appropriate levels and of an appropriate character:

> A boy who is interested in science or engineering usually comes to college with an overwhelming interest in these fields and a profound distaste for "culture." Not until the end of his junior year or the beginning of his senior year does the humanistic atmosphere of the place begin to show its power upon him. At that time, however, he is often quite receptive to the idea of taking some courses in the humanities, but he is usually frustrated because no courses are available that are taught at his level of maturity and which do not require a string of pre-requisites which he does not have time to take. I would suggest, then, that colleges develop some courses in the humanities which are taught by outstanding teachers and are at a high level of maturity but which are so designed that an engineer can take them without pre-requisites.

In this connection perhaps the suggestion of another outside the humanities is relevant:

> Wouldn't there be some merit in having non-humanities professors participate to some degree in planning the humanities course? To be sure, the final content must be decided by those in the humanities, but would not something be gained by discussion with those outside the humanities before the syllabus is drawn up?

Moreover, as many commented, such endeavors to relate their specialties to other areas would not only strengthen the role of the humanities generally, it would as well serve as stimulation and enrichment to the humanistic offering itself. "Such humanities as philosophy and religion," stated a biologist, "are meaningless at the college level unless tempered with an adequate store of biological knowledge." And a chemical engineer at one of our technical institutes stated:

I have made this suggestion so far on the basis of its advantage to the engineers. However, I believe the advantage to faculty and students in liberal arts would be equally great. In this day and time students of history, economics, psychology, art, literature, and the others can be immensely stimulated by contact with students of engineering. The "iron curtain" which at present exists between the top-notch men in the humanities and the top-notch men in engineering is stultifying to both parties.

THE CLIMATE OF GOOD WILL IN WHICH WE TEACH

The responses of colleagues in other areas to this portion of the questionnaire were impressive. In their number, yes. There were a lot of them. In their tone, yes. Some were pretty sharp and acid. But, more than number and tone, the quality of the responses and the manifest intent were compelling. As many of these we have already quoted show, the responses were forthright and studied. They were consummately sincere. Many of them were quite extended, so intent were the writers upon being of genuine assistance to us. And from them all, one thing is manifest—there is throughout the region a healthy and wide-spread appreciation of the values which the humanities represent, a prevailing interest among our colleagues of the other disciplines in promotion of the humanities, and a prevailing good will as well to serve as a context for our endeavors. Of this, the following are a modest sample:

From a physics professor:

> From my point of view, progressive people need greater training in understanding the emotions and actions of people with whom they associate and live.

From a zoologist:

> Even professional men have to participate in community life. Hence my pleas for broad requirements in the humanities.

A biologist:

> I think the humanities should be broadened to allow deeper and more complete reading or examination of materials. I acknowledge the difficulty in the already-crowded curriculum for the science major, but I am at the same time concerned with what he makes of his life and what he contributes to society outside his professional activity. Human values do not seem to be the concern of many of our students today. I am not an advocate of "reading about," or looking at pictures of, important ideas and discoveries. The contributions of the cultures of the past are necessary ammunition in building character and culture.

A sociologist:

> The humanities contribute greatly to the student's understanding and knowledge of other disciplines. To submerge them to

> the more utilitarian disciplines is to deny the student the possibility of attaining the fullness of life which cannot be realized through undue emphasis upon materialism and vocational training.

And a chemist:

> It makes me sick at heart to hear the science student speak lightly of the quality of work required in those wonderful subjects which are taught in the humanities. I took 187 semester hours of undergraduate courses—four years of Latin, two of French, one of German. Most of my teachers were demanding that I learn, and I honor them for it. Can we in turn afford to do less?

OUR RELATIONSHIP TO THE COMMUNITY

Thus we have seen emphasis placed again and again upon the campus relationship of the humanities professor to others—to his own colleagues within the humanities and his colleagues in other areas in the materials just reviewed and to the administration and the students in earlier portions of the study. But stress was also often placed upon the relation of the humanities professor to the general public and the community. One professor thought that what we need is a "sputnik" in the humanities. But others stressed involvement in such ventures as museums, theatre, recitals, exhibits, lectures. As a dean stated it:

> Colleges need to define their role in the wide community and to discover the proper focus of their efforts. This discovery will inevitably lead to a strengthening of the humanities since such definitions are efforts in the direction of more human living.

An economist put it this way—

> I think it would be well for teachers of the humanities to give some thought to ways of establishing the essential characteristics of the humanities in the minds of the people of the community . . . . The proponents of the humanities have something to contribute to an interest in history, folk-lore, and the like, without making people into historians or even folk-lorists.

And a history chairman commented—

> Much depends upon their manner of presentation, the efforts to relate humanistic principles to modern issues and problems. Some teachers of the humanities, noting the great public applause of the natural sciences, may react by "over-protecting" their disciplines, but this seems to me unfortunate . . . It may well be that all scholars must expect that a part of their contribution and reputation will depend upon their off-campus professional activity. This clearly appears to be true in certain of the sciences and the social sciences. It will be more difficult for humanists to achieve an equal prominence off-campus, but . . . it may be an

encouraging development that some of our colleagues in other disciplines are gaining new respect for scholarship by applications of their learning to the affairs of the community or the world.

THE TRUE ROLE OF THE HUMANITIES

As one reviews the various recommendations for strengthening the role of the humanities in the colleges of the region—whether made by the individuals in the humanities or outside—he must come to see that, behind all other concerns—reform of high school programs and teaching, the selection and schooling of the undergraduate, curricular reforms, course and program patterns, the selection and preparation of the college teacher, the relations of the humanities teachers to each other, representatives of other disciplines, the administration, the students, the campus, the community—lies a quite broadly shared view of what the humanities as represented in the various disciplines can do and must do, a philosophy, if you will, of the humanities. And many, many times this view found expression in the statements of respondents.

One element in this belief is the conviction that the humanities are essential to the good life of every man. As a biologist said it:

> Students should be made to feel that knowledge gained from the humanities is essential . . . not just something the college required for graduation.

A sociologist commented:

> If they can be used to cultivate appreciation of the unique creative achievements of human kind and provide opportunity for each student to discover that he can be creative of new forms of expression and cultural emphases, then the humanities will serve a very important end.

And a dean reflected:

> I think that the liberal arts colleges have not arranged their curricula nor made their case sufficiently strongly to combat the impression that a good liberal education in the humanities is vocationally irrelevant. Historically liberal arts colleges have been intended to prepare people directly for . . . certain roles in life. I think this is still the case, but we have allowed this to become de-emphasized so that many people feel a liberal education is more a pleasant and perhaps constructive interlude in life than a direct preparation for it.

Humanities teachers connot assume, however, that mere contact with the humanities will effect the results desired. Methods must be modernized. As one non-humanities professor said—

> There is a general assumption that knowledge about these somehow automatically makes a better person. But is behavior —thinking, feeling, acting—influenced to any appreciable degree? This approach of "knowing about" or memorizing does not seem to hold the most promise of helping students understand themselves and their culture, to deal effectively with personal and social goals, to influence behavior noticeably.

Procedures and content must be designed to stress creative involvement in life. According to a professor of religion—

> Lack of interest in college is a reflection of the non-humanities thrust in contemporary life. The biggest barrier to interest in the humanities is the extent to which a student's refusal to be involved affects his interests in and comprehension of the humanities. The best instruction in the humanities "involves" the student in the drama of existence in a threatening way. It is my opinion that instruction in the social sciences and sciences can rest more heavily on memorization and that they do not require "personal involvement" to the extent that humanities courses do.

A second element in this philosophy is that knowledge is a unity and that the humanities can best represent this unity. Said one,

> In my opinion the humanities could be improved . . . if more colleges would offer courses specifically designed to show entering students the essential unity of human endeavor underlying the many departments of thought now pigeon-holed into fractionalized parts.

Even our failure to get along with our colleagues in the humanities, one believes, is related to this.

> Those of us who are engaged in the instruction of the humanities should try to achieve, I believe, a better understanding of the function of the humanistic studies as a whole. Even within the humanities there has been so much narrow specialized and highly technical training that there is often not only lack of sympathetic cooperation but even an ill-concealed hostility among those presumably striving for the same object.

It is related as well to our failure to cooperate properly with our colleagues in other disciplines.

> Many individual faculty members have never taken the pains or the effort to conduct "humanities" inquiries in their own lives . . . . So I suppose I am saying that the biggest problem is getting staff, trained personnel, people who at least know how to think about their subjects philosophically, in terms of relatedness, in terms of relevance. . . .

Again and again the suggestion was made, chiefly, too, by proponents of the humanistic disciplines themselves, that we have not always thought deeply and often enough about our roles as humanities teachers.

> I think that one of the things standing in the way of the growth of the humanities on this campus is the lack of much intellectual ferment. We have a few scholars who are dully eminent and others who are lively in their cock-sure mastery of a very small area of human knowledge, but very, very few who might be considered intellectual leaders. The state of philosophy on this campus is, to me, a good index to the general attitude towards things intellectual. For years it has been a two-man department and at times there have been barely enough students to keep even these two fully occupied. Yet people in other departments are generally quite unconcerned, and I have even heard some of my colleagues say that if there is really so little interest in philosophy, the obvious thing to do is to abolish the department. There appear to be very few who are inclined to examine the causes for this situation and then seek means of remedying it. One reason for this, I suppose, is the fact that most members of the faculty are the products of an essentially mechanistic education, and to most of them the notion of philosophy as *mater studiorum* is probably completely foreign.

To think deeply about our roles would be to realize more fully that the humanities are indeed essentially unifying. A philosophy professor made this observation:

> The assumption that scholarly specialization and a broad competence in the humanities are necessarily exclusive of one another is . . . false, although it must be granted many specialists are painfully narrow. Ideally, any humanistic discipline ought to be an instrument illuminating all areas of experience, so that, for example, the specialist historian ought to have a thoroughgoing familiarity with science and literature and philosophy arising precisely out of his desire to improve himself in his specialty. . . . If the existing humanistic disciplines do not suffice of themselves to broaden their adherents, then nothing will.

"It is the primary purpose of the humanities," said another, "to give students a coherent picture of the whole." A third commented:

> The emphasis of such a philosophy of education on the "practical," on what is of use, particularly on what is of use for financial success, has undermined the whole structure and importance of the speculative sciences wherein the student of the humanities learns to appreciate and integrate the "whole man."

"It is the great glory of the humanities," stated another, "that they are concerned with a body of knowledge that has its own inherent unity. Humanely taught, the humanities *are* integrated." Such unity is not peculiar to the humanities, narrowly-conceived, but to all science, all knowledge. Said an economist:

> Those who teach in the humanities and those who teach in the sciences and social sciences need to recognize the essential humanism of all disciplines as they are centered on man . . . as they are significant to the degree that they strengthen the possibility of a life of human dignity for man.

But there is a third element in the belief—one often voiced by professors outside the humanities as well as those within—that the re-establishment of the humanities as the core and context of all liberal arts endeavor is necessary if education, scholarship, and life are to have proper orientation, purpose, and effect. "Abolish the distinctions which some wish to perpetuate," wrote a man in biology. "Make human wholism the hub of the higher education effort in the liberal arts program." "We must further the education of faculty and administration," said a teacher of nursing, "as to the nature of the humanities, the essentiality of broad general knowledge, and the practicality of utilizing these broad principles as the basis for specific action." An art professor at a large state university worded it this way:

> Today the student wants to know what it all means. There are no absolute answers, but if the humanities can restore the search for knowledge to its place in the wholeness of our culture and tradition, these studies will be strengthened and become more effective than they ever have been.

Perhaps the words of a modern language professor express the view most clearly:

> We are faced, of course, with an idealistic concept of what should be in violent opposition to a status quo group of vested interests. The humanities are needed to "patch up" a system of instruction that has too often aimed at the pragmatic and useful instead of the well-rounded personality. Whether the humanities can regain their former undisputed role in American education is debatable; it is my studied opinion that even an excellent humanities emphasis tacked on to the existing system would fail. A return to the former position of the humanities as the vital core of education . . . is the best assurance of teaching students how to make a life rather than merely seek a living.

The Quest for Design and Unity

Despite increase of strength and significance for the humanities in some particular disciplines, in some particular institutions of the region, the general tenor of responses throughout the course of this inquiry has been such as to suggest that conditions are worsening to some degree at least, that the status and role of the humanities are becoming more uncertain, and that much must be done to strengthen their position in the institutions of the region. This general concern for the present effectiveness of these disciplines was voiced throughout all the earlier chapters. In this chapter we have reviewed only those responses to that portion of the questionnaires entitled "Improving the Role of the Humanities." Since this element was a part of the questionnaires for three groups of respondents, however—deans, humanities professors, and professors outside the humanities—the responses represent rather well the general climate in which the humanities are taught on our campuses.

It is rather clear that this climate is generally favorable, indeed, benevolent. A few expressions of some vigor and sharpness notwithstanding, the prevailing tone and temper of the comments has been studied and concerned. Clearly, there is still a great reservoir of respect for the humanities on our campuses and a great expectation that they assume a more significant role in the academic community.

The very range and variety of the recommendations proffered, however, are token of the judgment that this will not be easy, that it will not be achieved through the magic of any one device or any one idea. Rather the responses underwrite the necessity for a broad and sustained appraisal of all aspects of our services.

They point as well to something more disturbing—the impression generally abroad that humanities teachers have not themselves in all instances demonstrated that range of interest which would include the specialties of their colleagues, that sense of the wholeness of knowledge which would prompt them to relate their specialties to the interests of others, or that commitment to the campus and the community which would make for constructive cooperation.

Implicit in this, it would seem, is the thought that teachers of the humanities have not always thought deeply or long enough about their purposes and services themselves to understand the proper role, the *unique* role, the humanities may indeed play—that of restoring design and unity to the patterns of higher education in the region.

APPENDIX A

FACULTY MEMBERS AND ADMINISTRATORS INTERVIEWED

ALABAMA

Auburn University
  R. W. Allen, Dean
  Frank W. Applebee, Art
  Norman A. Brittin, English
  W. R. Patrick, English
  John H. Liverman, Music
  John H. Melzer, Philosophy

St. Bernard College
  The Rev. Hilary Draeper, Dean
  The Rev. Malachy Shanaghan, English
  The Rev. Aloysius Plaisance, History
  The Rev. Justin Richard, Music
  The Rev. Vincent Sheppard, Philosophy

Troy State College
  Robert Paxon, Art
  Emmett Kilpatrick, English
  William Wilks, General Education
  L. Y. Trapp, History
  Charles W. Farmer, Music

Tuskegee Institute
  J. E. Fuller, Basic Studies
  Saunders E. Walker, English
  Morteza D. Sprague, Humanities

University of Alabama
  H. E. Mate, Assistant Dean
  Woodrow W. Boyett, English
  John F. Ramsey, History
  Wilbur Rowland, Music

ARKANSAS

Arkansas Polytechnic College
  Alfred J. Crabaugh, Dean
  Mort Smith, Art
  Gene Witherspoon, Art
  Theo. R. Garrison, English
  Carleton E. Curran, Jr., History
  Lillian Massie, Languages and Literature
  John Wainwright, Music
  Professor Sease, Philosophy

Henderson State Teachers College
  Charles M. Strack, Dean
  Willard C. Carpenter, Art
  David M. Driver, Languages and Literature
  Mae Whipple, Music
  Lois M. Smith, Music

Ouachita Baptist College
  Ralph E. Kirkman, Dean
  James T. Luck, Art
  Faye Holiman, Humanities
  Ruby Lois Gardner, Languages
  Vester E. Wolber, Phil. and Religion

University of Arkansas
  G. D. Nichols, Dean
  Herbert K. Fowler, Architecture
  Edwin K. McPheeters, Architecture
  Edgar A. Albin, Art
  Albert H. Carter, English
  Earle L. Rudolph, English
  Kessel Schwartz, Languages
  William S. Kraemer, Philosophy

FLORIDA

- Florida A. & M. University
  - Charles Mason, English
  - S. Randolph Edmunds, English
  - John W. Riley, History
  - James Hudson, Phil. and Religion
- Florida State University
  - J. Paul Reynolds, Dean
  - Adolph J. Karl, Art
  - Francis R. Walton, Classics
  - Francis Townsend, English
  - Sarah Herndon, Humanities
  - Robert D. Miller, Philosophy
- Stetson University
  - William H. McEniry, Jr., Dean
  - Virginia Griffin, Arts and Letters
  - Byron H. Gibson, English
  - O. LaFayette Walker, Religion
  - James Stewart, Philosophy
  - Emmett S. Ashcraft, Chr., Gen. Ed. Comm.
- University of Florida
  - Ralph Emerson Page, Dean
  - John R. Spencer, Art
  - Lyle N. McAlister, History
  - Robert F. Davidson, Humanities
  - Joseph Brunet, Languages
  - George R. Bartlett, Philosophy
- University of Tampa
  - M. C. Rhodes, Dean
  - Howard G. Baker, English
  - J. Ryan Beiser, History
  - Robert J. Dew, Chr., Comm. on Curr.

GEORGIA

- Agnes Scott College
  - C. Benton Cline, Jr., Dean
  - George P. Hayes, English
  - M. Katherine Glick, Classical Languages
  - Walter B. Posey, History
  - Michael McDowell, Music
- Emory University
  - E. Chappell White, Art
  - John C. Stephens, English
  - Joseph M. Conant, Humanities
  - William A. Beardslee, Gr. Institute of Liberal Arts
  - L. E. Loemker, Philosophy
- Georgia Institute of Technology
  - Ralph A. Hefner, Dean
  - A. J. Walker, English
  - George Hendricks, History
  - J. D. Wright, Languages
- Savannah State College
  - T. C. Meyers, Dean
  - Norman V. McCullough, English
  - E. H. Miller, Languages
  - H. M. Jason, Languages
  - C. A. Braithwaite, Music
- University of Georgia
  - John O. Eidson, Dean
  - Lamar Dodd, Art
  - Edwin M. Everett, English
  - Joseph H. Parks, History
  - T. W. Mahler, Adult Ed.

KENTUCKY

- Berea College
  - C. Louis Smith, Dean
  - Dorothy W. Tredennick
  - Emily A. Smith, English
  - Richard B. Drake, History
  - W. G. Ross, Philosophy
- Nazareth College
  - Sister Mary R. Burke, Dean
  - Louise Kannapel, English
  - Joseph A. Biesinger, History
  - The Rev. Justin Hennessey, Ph. and Theology
- University of Kentucky
  - Martin M. White, Dean
  - Richard B. Freeman, Art
  - G. K. Brady, Humanities
  - A. E. Bigge, Languages
  - R. Bernard Fitzgerald, Music
  - John Kuiper, Philosophy
- University of Louisville
  - Richard L. Barber, Dean
  - Justus Bier, Art
  - William Ekstrom, English
  - William C. Mallalieu, History
  - Ernest Hassold, Humanities
  - Gerhard Herz, Music
- Ursuline College
  - Sister M. Madeleine, Dean
  - Sister M. Gonzaga, Art
  - Sister M. Alphonsine, Class. Languages
  - Sister M. Clarita, English
  - Sister M. Kathleen, History
- Western Kentucky State College
  - Raymond L. Cravens, Dean
  - Ruth H. Temple, Art
  - Willson Wood, English
  - J. H. Poteet, History
  - Paul Hatcher, Languages

LOUISIANA

- Centenary College
  - Leroy Vogel, Dean
  - John R. Willingham, English
  - Bryant Davidson, History

  - Elmer Lee Ford, Languages
  - Webb Pomeroy, Religion
- Louisiana State University
  - Cecil B. Taylor, Dean
  - Gulnar K. Bosch, Art
  - Thomas A. Kirby, English
  - Darwin Shrell, English
- Loyola University
  - The Rev. Emmett Bienvenu, Languages
  - The Rev. Henry Montecino, Philosophy
  - The Rev. H. James Yamauchi, Theology
- Tulane University
  - *Dean William Peery
  - R. M. Geer, Cl. Languages
  - Richard H. Fogle, English
  - Nels M. Bailkey, History
  - E. G. Ballard, Philosophy

*(Dean Wm. Peery was not interviewed but sent information by mail.)

MISSISSIPPI

- Mississippi Southern College
  - John H. Allen, Dean
  - Charles Moorman, English
  - John F. Nau, Ph. and Religion
- University of Mississippi
  - Arthur B. Lewis, Dean
  - William H. Willis, Classics
  - James E. Savage, English
  - Dwight Van de Vate, Jr., Philosophy

NORTH CAROLINA

- Belmont Abbey College
  - The Rev. Cuthbert Allen, President
  - The Rev. Jude Cleary, Dean
  - The Rev. John Oetgen, English
  - The Rev. Walter Coggin, Philosophy
- Davidson College
  - Frontis W. Johnston, Dean
  - Douglas Houchens, Art
  - H. T. Lilly, English
  - D. B. Plott, Music
  - George L. Abernethy, Philosophy
  - S. D. Maloney, Religion
- Duke University
  - Charles E. Ward, Dean
  - Lewis Patton, English
  - John R. Alden, History
  - Charles A. Baylis, Philosophy
  - James L. Price, Jr., Religion
- University of North Carolina
  - Joseph C. Sitterson, Dean
  - Fletcher M. Green, History
  - Glen Haydon, Music
  - Everett W. Hall, Philosophy
  - C. Hugh Holman, English

OKLAHOMA

- East Central State College
  - Edward W. James, Dean
  - Kenneth F. Campbell, Art
  - James R. Shively, English
  - Palmer H. Boeger, History
  - Robert W. Kaebnick, Music
  - W. H. Faust, Registrar
- Oklahoma State University
  - Robert B. Kamm, Dean
  - Hans H. Andersen, English
  - George H. White, General Education
  - Norbert R. Mahnken, History
  - R. E. Bailey, Humanities
  - Millard Scherich, Philosophy
- University of Oklahoma
  - William E. Livezey, Dean
  - Samuel Olkinetzky, Art
  - John F. O'Neil, Art
  - Philip Nolan, Jr., Classical Languages
  - Victor A. Elconin, English
  - John C. Feaver, Philosophy

SOUTH CAROLINA

- The Citadel
  - Col. R. M. Byrd, Dean
  - Col. A. D. G. Wiles, English
  - Major C. L. Anger, History
  - Col. G. B. Fitch, Languages
- Clemson Agricultural College
  - Francis M. Kinard, Dean
  - H. L. Hunter, Dean
  - H. E. McClure, Architecture
  - Claud B. Green, English
  - C. L. Epting, History
  - G. E. Bair, Ch., Education
- South Carolina State College
  - A. S. Belcher, Dean
  - Nettie Parlor, English
  - G. W. Brooks, History
  - Kirkland W. Green, Phil. and Religion (Dean Emeritus)
- Wofford College
  - Philip S. Covington, Dean
  - S. R. Moyer, Art
  - L. H. Chewning, Jr., English
  - C. E. Cauthen, History

- G. C. S. Adams, Languages
- P. Van Nuis, Philosophy
- C. F. Nesbitt, Religion

TENNESSEE

- Fisk University
  - George N. Redd, Dean
  - Aaron Douglas, Art
  - B. Spivack, English and Humanities
  - Arthur Byler, Music
- George Peabody College for Teachers
  - William C. Jones, Dean
  - August L. Freundlich, Art
  - John E. Brewton, English
  - Jack Allen, History
  - Warren Titus, Humanities
  - C. B. Hunt, Jr., Music
- Memphis State University
  - W. Pierce Carson, Dean
  - H. B. Evans, English
  - Enoch L. Mitchell, History
  - Roy E. Watkins, Languages
  - William B. Barton, Philosophy
- Southwestern at Memphis
  - Jameson M. Jones, Dean
  - Ray Hill, Art
  - Henry Madden, Art
  - A. T. Johnson, English
  - Danford R. Ross, English
  - John H. Davis, History
  - C. P. Bigger, III, Philosophy
  - Daniel D. Rhodes, Bible and Religion
- Tennessee A.&I. University
  - Carl M. Hill, Dean
  - C. B. Lindsay, English
  - A. T. Stephens, History
  - A. T. Watkins, Languages
  - E. C. Lewis, Music
- Vanderbilt University
  - Ewing P. Shahan, Dean
  - Walter Sharp, Art
  - Randall Stewart, English
  - Josef Rysan, Languages
  - Samuel E. Stumpf, Philosophy

TEXAS

- Baylor University
  - George Smith, Dean
  - Frederic Mizen, Art
  - E. Hudson Long, English
  - J. D. Bragg, History
  - William J. Kilgore, Philosophy
- North Texas State College
  - Frank Hall Gafford, Dean
  - Cora E. Stafford, Art
  - Ernest S. Clifton, English
  - Philip Smyth, Languages
  - George W. Linden, Philosophy
- Southern Methodist University
  - Walter E. Delaplane, Dean
  - John Lee Brooks, English
  - Gusta B. Nance, Comparative Literature
  - Paul F. Boller, History
  - John H. Kultgen, Philosophy
- Texas Woman's University
  - Fenton Keyes, Dean
  - Kenneth B. Loomis, Art
  - Mabel F. Arbuthnot, Classical Languages
  - Autrey N. Wiley, English
  - Paul Young, History

VIRGINIA

- Sweet Briar College
  - Mary J. Pearl, Dean
  - Eleanor D. Barton, Art
  - Arthur L. Vogelbach, English
  - Lysbeth Muncy, History
- University of Virginia
  - Irby Bruce Cauthen, Asst. Dean
  - Charles W. Smith, Art
  - A. F. Stocker, Classical Languages
  - Oron J. Hale, History
  - William Stone Weedon, Philosophy
  - Joseph Lee Vaughan, Provost

WEST VIRGINIA

- Marshall College
  - J. F. Bartlett, Dean
  - J. R. Brown, English
  - H. G. Toole, History
  - R. L. Beck, Philosophy
  - Louis B. Jennings, Religion
- Morris Harvey College
  - Lucina Keane, Art
  - James J. McNally, English
  - John A. Kinnaman, History
  - Henry Wolf, Music
  - Robert H. Emery, Philosophy and Religion

APPENDIX B

INFORMATION ON HUMANITIES CHAIRMEN

AGE DISTRIBUTION
(YEARS)

20-29	30-39	40-49	50-59	60-69
2	31	72	84	43

PROFESSIONAL SERVICE
(YEARS)

	1-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49
Years of college teaching	9	19	37	31	40	33	35	20	6	1
Years as chairman of a department	68	57	48	18	13	10	9	1	1	
Years at present institution	38	34	65	19	25	17	26	6	1	
Years as chairman there	86	54	53	11	9	4	9			

HUMANITIES CHAIRMEN

	Under-graduate Major	Under-graduate Minor	Graduate Major	Graduate Minor
Natural Science	3	6		1
General Science	1	4		3
Mathematics	3	8	1	2
Physics				
Chemistry	1	2		
Engineering				
Other Sciences				
Social Sciences		3		
Sociology	2	3		2
Psychology	2	6		7
Political Science	4	8		22
Economics, etc.	2	3		2
Anthropology				1
Other Social Sciences				
Humanities	1	1		
Philosophy	15	10	20	8
Philosophy and Religion	1	2	4	
Religion	4		9	7
Classics and Classical Languages	16	24	15	13
Modern Foreign Languages	39	41	46	39
English Language and Literature	57	40	47	25
Fine Arts	2		3	1
Art	16	4	18	7
Music	17	6	19	7
Dramatic Art			1	
History	40	21	40	19
Education	4	7	7	12

APPENDIX C

RESPONSES OF PROFESSORS OUTSIDE THE HUMANITIES TO QUESTIONNAIRE ENTRIES HAVING TO DO WITH INTEGRATED OR INTERDISCIPLINARY COURSES

As indicated in Chapter I, questionnaires were sent to professors outside the humanities at the fifty-eight institutions selected for more intensive study. The method by which these were chosen is described in Chapter I. Of those so queried 145 responded in time for their responses to be tabulated and, in the main, their responses are reported at appropriate places throughout this study. However, as the integrated or interdisciplinary course seemed to be a topic of especial interest generally and as the responses in this area were somewhat extended, it seemed best to place them together here. Chapter IV contains other information on this topic. It may be interesting, as well, to note the departmental distribution of the non-humanities professors as given in Table 2.

1. Are interdisciplinary courses involving your discipline being offered in colleges to any extent?
   Yes 44.8% No 47.6%
2. Would you say that such courses are increasing in number?
   Yes 32.4% No 50.3%
3. Are inter-departmental courses involving your discipline being offered to any extent?
   Yes 35.2% No 55.2%
4. Would you say that such courses are increasing in number?
   Yes 26.9% No 53.1%
5. Do you feel that your particular discipline would lend itself well to incorporation into an interdisciplinary course?
   Yes 64.1% No 29.0%

If so, at what level of college would such a course be most appropriate? Among 93 indicating "yes" in No. 5, the recommendations were as follows (number and per cent):

Junior college	38	(40.9)	Senior and graduate	3	(3.2)
Senior college	37	(39.8)	Graduate	4	(4.3)
Both	8	(8.6)	Depends on course	3	(3.2)

6. Do you feel that your particular discipline would lend itself well to incorporation into an inter-departmental course?

Yes 59.3% No 31.7%

(As among people in the humanities, there is some caution here as one response will suggest, "Academically 'yes,' but from a practical viewpoint, 'no.'")

7. To which of these types of courses is the substance of your discipline more appropriate?

The interdisciplinary course	40.0%
The inter-departmental course	35.2%
Both	3.4%

8. Does your department offer, or participate in, an interdisciplinary course (number and per cent):

Yes 49 (33.8%) No 89 (61.4%)

What is your opinion of the course?

Area	Poor	Fair	Good	Good, but	Excel-lent	Total
Biology		1	1	2		4
Business Education		1				1
Chemistry			2	2	3	7
Economics	1		1			2
Education				1		1
Geology	1		1			2
Mathematics		1	2	1	1	5
Medicine					1	1
Physical Science	1			1		2
Physics		1	1	2		4
Political Science		1				1
Psychology			1	1	1	3
Sociology		1	3		2	6
Zoology		1				1
Other			1	1	1	3
Total	3	7	13	11	9	43

Characteristic comments:

Physics:	Needs a good textbook. Present ones either too hard or too dull.
Physics:	A very important course but not yet well handled.
Chemistry:	Demands high quality teaching.
Chemistry:	Excellent . . . . The best students concur . . . . The poor students hate the course because they must study so much more to pass.
Mathematics:	It's a good course but very few students are qualified to take it.

9. If you do not now offer such an interdisciplinary course in your department, would you be interested in offering one? Of 89 individuals responding "No" to Item 8 above—Yes 30 (33.7%) No 55 (61.8%)

If not, what would be your chief objections?

Area	A	B	C	D	E	F	G	H	I	J	Tot.
Agriculture			1					1		1	3
Biology			1	1			1			2	5
Chemistry			2	3	1		1	1		2	10
Economics			1				1			2	4
Engineering	1										1
Mathematics	2	1								1	4
Physics	1			2						2	5
Psychology		2		1					1		4
Sociology			2			1	1			1	5
Zoology										1	1
Total	4	3	7	7	1	1	4	2	1	12	42

Legend:

A	Special character of subject matter.
B	Administrative difficulties—general.
C	Administrative difficulties—organizational.
D	Administrative difficulties—staffing.
E	Pedagogical difficulties.
F	Demand on staff too great.
G	Neither self nor staff qualified.
H	Tried and failed.
I	Other departments not interested.
J	Such courses superficial and ineffective.

Characteristic comment:

Biology: They are rarely what they claim.

Biology: Most zoologists are inadequate botanists and vice versa.

Physics: Thorough training in more than one science is so difficult.

Chemistry: It would require a complete reorganization of the present courses.

Chemistry: It is too difficult to break down dividing lines and find teachers.

Psychology: I prefer inter-departmental courses. The one-person inter-disciplinary course seems to gradually become a course in the professor's own specialty.

Psychology: I would like to see it done, but the faculties of other departments are not interested.

Chemical Engineering (Concerning cooperation with the humanities people):

The majority of the department's faculty feels that the humanities are not important. I ascribe this to two circumstances: (1) In most cases their own academic training has been along narrowly technical lines and the few instructors they have had in the humanities have been very uninspiring ones; (2) what little experience they have had in the outside world has been in subordinate posts, narrowly technical in scope, rather than in positions requiring a broad understanding of men and affairs.

10. Is there an interdisciplinary course in the humanities on your campus which you regard as highly successful?

Yes 33.2% No 54.5%

11. Do you believe that such a format for a course may be more appropriate for the humanities than for your own discipline?

Yes 57.2% No 26.3%

12. How would you describe the general attitude of your departmental teachers toward participating in integrated courses?

Eager to	2.1%	Not disposed to	31.7%
Willing to	30.3%	Unwilling to	12.4%
Not determinable	19.3%		

13. Professors are sometimes unwilling to participate in interdisciplinary courses for one or another of the reasons listed below. Please check those you feel are most legitimate. (*Number,* not per cent.)

To teach in such a course is to jeopardize one's professional status among his colleagues.	18
The single-discipline course is always more productive and rewarding.	40
Interdisciplinary courses are suitable—if at all—only for the general student, not for the departmental major.	36
Such courses are invariably diluted, watered-down, unsuited alike for the major student and the general student.	58
It is usually much more difficult to give the interdisciplinary course than to give the more conventional one.	78

Characteristic comment:

They take the time and attention of the faculty away from their own field.

Students prefer that professors teach only what they know thoroughly.

It is difficult to get properly qualified persons to teach them.

Such courses have not been perfected to the extent that they are justified.

I don't think the courses are necessarily more difficult in the sense probably meant in the above statement, but I know they are often more chore-laden, less gratitude-producing, than courses with traditional departmental backing.

APPENDIX D

SELECTED HUMANITIES OFFERINGS OF INTEREST, SIGNIFICANCE, OR NOVELTY IN THE INSTITUTIONS OF THE REGION

The data submitted in this section afford specific information on what we trust are a representative number of humanities courses and programs offered by the institutions of the region.* Primary responsibility was placed on the individual institutions to cite those offerings which they thought might be of sufficient "interest, significance, or novelty" to be of general interest. Occasionally an item was called to the director's attention during the campus visitations. In a few instances the director was led to ask for information on an offering because of a bulletin description. Most of the information concerning these was derived through the procedures described in Chapter I.

To make as much information available to the readers as possible, a considerable range of data has been reduced to code form. A review of the accompanying code will make this clear. Beyond this, the reader will gain some impression of (1) the range of content and design reflected in the offerings, (2) the objectives envisaged, (3) the materials and methods employed. Many descriptions include as well (4) some history of the offering, (5) a statement concerning its principal merit, (6) some statement of the extent to which the participants are satisfied with it, and (7) a listing of the characteristic difficulties attendant.

It was not possible to achieve complete uniformity of report with so many different sources of information to be drawn upon, despite the fact that a printed form was employed. Besides, it seemed desirable to employ, to some degree at least, the language and form of those reporting, especially in the areas of judgment and evaluation. Nor was it possible to give full information on every item. In some instances this was not provided us. Again, considerations of space necessitated some reductions.

---

*Some of the courses described have been discontinued. However, these descriptions are included here because their design or content may be of interest.

The course and program descriptions which follow are arranged according to two principles, first, according to what is said to be, or what seemed to be, the *basic component(s)* or *stress*—Art, History, Languages and Literature, Music, Philosophy, Religion, Humanities *Plus*, Teacher Preparation Projects, Miscellaneous Projects; and, second, as subdivisions of these, according to what is said to be, or what seemed to be, the *characteristic design* or *format*. Thus the first offerings are headed as "ART." But, within this classification, there are three subdivisions—"Appreciation," "History and Types," and "Activity Courses." Under each heading appears first the name of the institution, then the name of the course, then the instructor's name. Following this identification data, there appears a series of twelve items in coded form, as outlined below, which in some instances constitutes the only descriptive data available for a course. In the main, however, the coded material is followed by additional descriptive items.

The appendix concludes with a brief sketch of programs at three new institutions of the region—Florida Presbyterian, St. Andrew's Presbyterian College, and The University of South Florida.

Key to Code

The twelve types of information presented in coded form are listed below, along with an exhaustive list of symbols employed. An illustrative example is also provided.

Item 1—Required (R) and of whom, or Elective (E)

RG—required of all graduates
RA—required of majors in Art
Other area symbols—
AL—Ancient Languages
AmS—American Studies
Arch—Architecture
AS—Arts and Sciences
B—Biology
Bus—Business
Cl—Classics
D—Drama
E—English
Ec—Economics
Ed—Education
EE—Elementary Education
Engin—Engineering
FA—Fine Arts
G—German
Gr—Greek
H—History
HE—Home Economics
Hum—Humanities
L—Latin
L & L—Languages and Literature
La—Languages
Li—Literature
M—Music
ML—Modern Languages
P—Philosophy
Psy—Psychology
R—Religion
RL—Romance Languages
S—Speech
Sc—Sciences
SS—Social Science
T—Theater
WL—World Literature

Item 2—Level of offering

JC—Junior college
SC—Senior college
G—Graduate

Item 3—Course credit per quarter, semester or term

QH—Quarter hours
SH—Semester hours
T—Term hours

Item 4—Total length of course in quarters, semesters or terms

Item 5—Approximate enrollment when offering was last given

Item 6—Departments participating

(Use symbols in Item 1)

Item 7—Department(s) administering

(Use symbols in Item 1)

Item 8—Staffing pattern

I. Each instructor teaching all
II. Each instructor teaching specialty only
III. Each instructor teaching all except for special lectures
IV. All instructors participating in all meetings

Item 9—Geographical area emphasis

E—East
Eng—England
G—Greece
R—Rome
S—Southern U. S.
SA—South America
US—United States
W—World
WE—Western Europe
WW—Western World

Item 10—Type of organization

BC—Basic Concepts
CE—Cultural Epochs
CH—Chronological
P—Problems
T—Types
TO—Topical

Item 11—Number and type of meetings

D—Discussion
La.—Laboratory
Le.—Lecture

Item 12—Inauguration date

NOTE: Entries are occasionally preceded by the symbol ca. This indicates that that portion at least of the information is derived from the institutional catalog description of the offering.

The following example indicates the format of the coded material. Small numbers in parentheses refer to item numbers in the key.

RG	SC	2SH	1	400	A	A	II	W		2Le.,La.	1948
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)

The course in question is required of all graduates; is a senior college offering; carries two semester hours of credit; is designed as a one semester course; last enrolled some 400 students; is offered by the Art Department; is administered by the Art Department; each instructor teaches only his own specialty; is characterized by World emphasis; type of organization not given; involves 2 lectures and 1 laboratory session; and was inaugurated in 1948.

BRIEF INDEX TO COURSE AND PROGRAM DESCRIPTION

Course-Area and Type	*Description Number*
I. ART	(1- 7)
A Appreciation	1
B History and Types	2- 3
C Activity Courses	4- 7
II. HISTORY	(8- 36)
A Special Types	8- 11
B Modern History	12- 13
C Civilization Courses	14- 23
D Institutions and Ideas	24- 26
E History of Ideas	27- 28
F American Ideas and Ideals	29- 33
G History and Religion	34- 35
H Other	36
III. LANGUAGES AND LITERATURE	(37-106)
A Languages	37- 40
B Language and Literature	41- 42
C Literature	43- 58
D Great Books	59- 83
E Literature and the Visual Arts	84- 85
F Literature, Art, Music	86- 97
G Literature, Art, Philosophy	98-102
H Literature, Art, Philosophy, Religion	103-106
IV. MUSIC	(107-122)
A Music Only	107-110
B Music and Art	111-121
C T-V	122
V. PHILOSOPHY	(123-153)
A History	123-126
B Basic Concepts and Problems	127-131

C Philosophy and the Arts 132-137
D Philosophy and History 138-142
E Philosophy and Religion 143-152
F Philosophy and Science 153

VI. RELIGION (154-160)

A Nature and Theory of 154
B History, Comparative, and Other 155-158
C Religion and Science 159-160

VII. HUMANITIES PLUS (161-173)

A Cultural Areas Projects 161-163
B Great Ideas, Issues, Values 164-173

VIII. TEACHER PREPARATION PROJECTS (174-177)

A In Language 174
B In the Humanities 175-176
C Other 177

IX. DEGREE PROGRAMS (178-200)

A Bachelor 178-189
B Senior College and Graduate 190-193
C Graduate Programs 194-200

X. MISCELLANEOUS PROJECTS (201-218)

A Honors 201-202
B Others 203-218

COURSE AND PROGRAM DESCRIPTIONS

I. ART

A. *Appreciation*

1. HOWARD COLLEGE—Appreciation of the Fine Arts—Mrs. Clifford Wilder

RG	SC	2SH	1	400	A	A	II	W		2Le.,La.	1948

B. *History and Types*

2. TRANSYLVANIA COLLEGE—Types of Western Art—Mararet Foster

RA&E	SC	5QH	1	(50-60)	A	A	I	WE	T,BC	L,D,La.	1952

3. UNIVERSITY OF FLORIDA—Senior Seminar—John R. Spencer, *et al.*

RA	SC	2SH	2		A	A	III	W	P	D	1958

C. *Activity Courses*

4. TROY STATE COLLEGE—Arts in Individual Development —Robert Paxon

RG*	SC	3QH	1	800	FA	FA	III	W	P	1Le.,4La.	1942

*except A

Chief Components: Painting, drawing, planning, sculpture, designing.

Basic Component: Creative activity, problem solving, and vocabulary in the arts.

Chief Activities: Lectures, creative experiences involving use of many materials and basic tools.

Laboratory Activity: Problems in materials requiring individual analysis, synthesis, re-definition.

Major Objectives: To confront the individual with the creative processes. To explore materials and gain greater sensitivity. To develop independence of action, creative thinking. To promote rapport with the environment. To extend the student's artistic vocabulary.

Most Distinctive Features: Examines individual's background, gains his confidence, and, through creative processes, extends his frame of reference. Explains the individual's importance as consumer and participant in the creative act.

Methods of Evaluation: Critiques of individual problems. Written examination, oral reports, self-evaluations.

Satisfaction: Area still growing. Constant improvement when experienced instructors are involved.

Difficulties: Staffing and large enrollment.

5. TROY STATE COLLEGE—Arts in Contemporary Society—
Robert C. Paxon

RG*	JC	3QH	1Q	800	A	A	III	S	BC&P	1Le., 1La.	ca.1942

*except A

Chief Components: Civic, domestic, and home planning.

Basic Component: Creative activity, problem solving.

Chief Activities: Lectures, discussion, individual and class planning, critiques, field trips, reports, creative problems.

Laboratory Activity: Designing, constructing, modeling, drawing, planning.

Major Objectives: Rapport with contemporary living conditions, extension of individual's frame of reference in spatial environment, critical thinking through creative activities, to develop sensitivity to planning and designing, discriminating consuming.

Most Distinctive Features: Permits examinations of individual's background and environment and contemporary achievements. Mere appreciation not an ultimate concern, rather, more enlightened creative endeavor.

Methods of Evaluation: Critique of individual processes, written examinations and reports, oral reports, discussion, self-evaluation.

Description: Grows out of freshman work but emphasis given to creativity and originality, with respect to art in everyday life. Home planning and decoration, personal grooming, and art as an influence in education. Emphasis placed on ways art affects life. The home chosen as the focus that will encompass all of the arts most directly related to the student's present-day living and thinking.

Outline

Art Study	*Art Activities*	*Processes and Media*
Architectural forms of the community	Lectures, slides, filmstrips, motion pictures	Mosaics — furniture, walls, or dividers
Historic lintel and post, Egyptian and Greek	Field trips to old houses and museums	Murals for den or play area
Arch and dome, Roman Spire and pointed arch, Gothic Multipurpose buildings	Reports, discussion, use of current magazines and reference books	Wrought iron garden sculpture, scrapbook
Renaissance	Laboratory activities	Floor plan and blue print
Functional steel and synthetics, modern	Create space relations for floor plan of beach cottage, mountain cabin, trailer house, tree house, or under-sea retreat	Creating space for modern living with cardboard strips
Domestic Home	Spatial relations of structural forms, tensions, and movement that satisfy the artistic sense by the fact that you go around and into it, which extends space relations and movement unequaled by any of the other arts.	Construct model house Construct one area of home in color, textures, and accessories.
Aesthetic development through design	Model house-interiors	Scale model in cardboard
Problems of materials, processes, and use of items used in home	Play areas, special areas	Scale model of interior of found materials in colors
Ceramics and glass	Select and compare china, tableware, ceramics, and glass	Accessories of clay and glass
Fabrics, Color Schemes	Selection of furnishings for a given area at a store	Woven fabrics for drapes
Accessories		
Principles of color and design	Plan color scheme for given room	Model room—color and accessories
Space, form, light and color	Study and comparison of weaves, textures, designs of furniture	Make ceramics or other type of coffee table
Major elements of home	Study shape, texture, color for a given space	Make decorative screen Select and evaluate vases, etc.
Enrichment for home		Make a garden sculpture.

History of Activity: Required as general education since 1931. Present organization since around 1942. Approach through student participation in various art media, the object being to develop understanding of art as a medium of expression and as an outlet for creative activity. Early emphasis was given art as a recreation or as a means of enjoying one's self. Little placed on the history of art, the work being largely of a laboratory nature. There were attempts, at least on paper, to integrate art, music, and literature. There is at present cooperation between departments, but no plan to integrate activities.

Justification and Principal Merit: Art core originally designed to meet creative needs through direct participation with recreation as a part of the general scheme. Has broadened to point up experiences which promote critical thinking through problem solving and supersedes its former justification as major discipline. employing the tools and materials of man—plus his value judgments and attack upon his environment. The nature of a creative experience promotes creativity in general, helps in orienting spatial concepts, assists in problem solving, and contributes to the spirit of exploration and invention.

Satisfaction: Students and staff feel that the course meets a dynamic need in our society. Presents problems with no easy solutions. Affords solutions and new problems which require constant re-examination. In a sense the student creates own problems and must strive for better solutions.

Difficulties: Retaining novel experiences which in themselves do not become sterile through finding the prescribed course an end in itself. Constant evaluation of experiences is demanded in an effort to keep the program vital to contemporary needs.

6. UNIVERSITY OF GEORGIA—Art Structure—Erwin Breithaupt, Jr.

RA,HE,Arch.,E	SC	5QH	3	292	A	A	I	WW	P	2Le.,8La.	1954

Chief Components: Drawing, sculpture, art history.

Major Objectives: To train the student to see with perceptual unity, to see aggressively, to develop the ability to discriminate positional relationships, to see familiar objects in terms of visual qualities, position, size/shape, brightness. To develop the exhilaration of seeing, drawing, designing. To assist in developing the ability to generalize from any set of visual cues and then to develop this generalization into specific visual form. To acquaint the student with a wide variety of materials and techniques.

Methods of Evaluation: Although no measurable criteria exist for determining the exact degree to which it occurs, the faculty feel that one of the most significant results is the student's development of an ability to see familiar objects in terms of their visual qualities.

Basic Texts: Chase, A HISTORY OF SCULPTURE, Fleming, ARTS AND IDEAS, Gardner, ART THHOUGH THE AGES, Robb and Garrison, ART IN THE W. WORLD, Roos, ILLUST. HANDBOOK OF ART HISTORY, Sewail, HISTORY OF WESTERN ART, Grombrich, STORY OF ART, Hauser, SOCIAL HISTORY OF ART.

Description: First, teaching students to draw or design with satisfactory pictorial organization. Teach them to see with perceptual unity. Second, drawing, painting, or designing must be accepted as a man-made form, and students must be taught to convert the quality of things perceived into the terms of the materials with which they work. They must learn to coordinate the optical, the motor, and the tactile into an organized response.

One element is a series of bi-weekly lectures prepared by the staff and carefully edited and synchronized with a system of slide projections in which three automatic slide projectors are used. This system permits viewing objects from a multiple point of view, allows for contrast, and makes it possible to stress differences and similarities among a great variety of objects rapidly and impressively. Its object is to concern the student with the general fundamentals of design and to acquaint him with those artifacts requisite to a general understanding of the development of art. A second element is a series of films related to various design problems ranging in subject matter from milling machines and airplane construction to problems in communication and organization. These show the student that there is no fixed pattern for design processes, that everything he deals with is directly connected with the problems of designing and organizing. Inasmuch as the course is also designed to acquaint the student with important art objects, historical data, terms, and artists, the lectures and other activities are supplemented by required readings in specific works on painting, sculpture, architecture.

A fourth element is the laboratory work. From the first the student works in darkness stimulated only by slides flashed on a screen. The stimulus patterns move from simple marks to more complex patterns. Since the student cannot see what he is drawing, he becomes aware of the role which kinesthetic actions play, he realizes he must rely on his motor and tactual senses. During the first week he produces one hundred drawings. He then develops a four inch cube of ceramic clay according to verbal instructions, again in darkness. He does this three times a week for three weeks. Since each shape is destroyed as it is completed, his attention is centered on the importance of the process rather than any specific end. He thus becomes aware of his own unique capacity to develop and relate his experience to the solution of a problem. In the third week he is introduced to the problem of brightness, next to small intricate detail, then to tri-dimensional models. He is then introduced successively to the human figure, to work in full light with pen and ink, to case in paint, to further work in clay. Thus his capacities are forced beyond what he thinks he can do. Past experiences are slowly broken down, chopped up, reorganized. The motor and tactual are conjoined with the optical, working more and more as a unitary mechanism. The series ends with a landscape project. The second quarter is a continuation of the previous experience with greater emphasis on three dimensional problems in clay, plaster, and wood. During the last week the student spends three hours on one construction and then makes a drawing of his work. He is thus given a chance to present a careful rendering of what he has produced and to analyze the value of his action. The third quarter is basically a continuation and expansion of problems previously presented.

Thus the student comes to see that drawing, painting, and the multiproducts of other design areas must be accepted as abstractions based on his experiences and purposes. Seeing has been developed into an aggressive act. The student has enlarged his capacity to convert visual relations and reactions into kinesthetic and tactile relations and reactions. The thrill of the experience flows primarily from the process of seeing and designing; the designs, as end-products, are taken as instrumental to experiencing the process. The program provides one way whereby each student learns to express his own unique reactions. He has found that the guiding discipline of his course of action must come from the process of seeing and projecting and not from the personal authority of any outsider.

Satisfaction: This project has fulfilled my expectations in almost every possible way. The program is extremely flexible and meets the diversity of needs of this department satisfactorily.

Difficulties: Time. This series of courses consumes an enormous amount of time if run properly.

7. SOUTHWESTERN AT MEMPHIS—21-22: Art Structure Course—Henry Madden

RA	SC	3SH	2		A	A	I		BC	1Le.&D,5La.	1955)

II. HISTORY

A. *Special Types*

8. BEREA COLLEGE—History of Appalachian America—Richard B. Drake—

E	SC	3SH	1	13	H	H	I	•	CH	3Le.	1959

•Appal. area from New England to Alabama

Chief Activities: Conventional activities—Class discussion, notebooks, research papers.

Major Objectives: To study in depth the region of Berea's concern to see if there is any continuing "theme." To understand better the larger American picture. To begin trying to tell the story of a distinctive culture before it passes away completely. To give a newly considered region a comprehensive unity within American history.

Distinctive Features: Concern for a formerly ignored region.

Methods of Evaluation: Conventional

Basic Texts: Outline History, Bibliography

Description:

I. Background
   - A. Introduction—a defense of the Regional approach and a preview of the Appalachians as a region
   - B. Physical Features
   - C. The Amerinds—a brief history of the Indians in Appalachia
   - D. Explorations—the age of the trapper and the itinerant explorer, 1540-1750.

II. Early Settlement
   - A. Pioneer groups—Immigrant strains—Scotch—Irish and Germans, Pennsylvania and the Carolina Piedmont-population Watauga-Boone, Henderson, and Sevier.
   - B. The Revolution and the Federalist Period
     - Franklin and Transylvania
     - The Constitution and the Whisky Rebels
   - C. Early Indian Wars

III. The Middle Years and the Development of the Appalachian Pattern
   - A. The Jackson Period and the Promise of the Appalachian Life
   - B. Darkening Clouds and Tragedy—the Civil War and its Effect on the region—Bushwhackers.
   - C. Reconstruction—from Brownlow to the Feuding Era.
     - Outside authority collapses. To about 1880.

IV. The Breakdown of a Way of Life
   - A. Economic Intrusion—timber, coal, and iron
     - The Railroad Era—1865-1900
   - B. Missionary Intrusion—Church schools—Berea, Berry, etc.
     - The Public Schools
   - C. Later influences—Industry and the National Forests
     - Roads and Radios
     - Agricultural Extension
     - Public Health, Welfare and Social Security
     - Two World Wars
     - The out-migrations of the 1950's

   Integrating Themes:
   1. The interaction between culture and geography

2. The shrinking area of Appalachian America
3. Appalachian influence upon American history as a whole

Note to students (Excerpt): To my knowledge this is the first course to be offered in the history of this particular region. Regional history is not new, but a history of the Appalachian region is new. Obviously, therefore, we will have no textbook . . . Because of the pioneering nature of the course, it will partake of something of a graduate course. You will be left pretty much on your own to probe the various sources in research of your own . . . we will share our research and ideas in class.

History of Activity: Berea has had concern for the Southern Appalachians since the turn of the century, and during this time it has accumulated an admirable collection of Appalachian materials. Three years ago I began seriously thinking of offering a course on the history of the area.

Justification and Principal Merit: If regional history has any justification (and Truner, Hesseltine, and others have suggested that United States history, is, at base, a history of her regions and of their interaction upon one another) certainly Appalachian history makes as much sense as a history of the South, of the Trans-Mississippi West, or of the Pacific Northwest.

This course provides an entré into serious consideration of American culture and history by giving the student a depth study of the region with which he is most familiar.

Satisfaction: It is a fascinating project.

Difficulties: Time! Because I am offering this completely new course on the same basis that we offer more established courses, I have not been able to qualify myself, really; with virtually no literature in the field, I have found it necessary to try to create my own outline text.

9. TENNESSEE A & I UNIVERSITY—History of American Science and Technology—A. T. Stephens

	SC	3QH	2		H	H	III,IV	WE,US	CH,TO	3Le.	1961

Chief Components: History, scientific and technological data.

Basic Component: History and technology.

Chief Activity: Lectures, projects, factory visits, research and writing.

Laboratory Activity: Group study units and individual research.

Major Objectives: To present an historical survey of the development of techniques of industry in building, clothing, farming, food technology; to survey the history of the U. S. Patent Office and identify important inventions that helped to make America great industrially; to study congressional support and sponsorship of technology; to investigate developments in transportation, war materials, electronics, sanitation; to help engineering students to communicate with others so that full use may be realized from education and ability.

Distinctive Features: This course is designed to provide a fundamental survey of scientific ideas so that students may understand varied occupations and at same time see many frontiers of service still in need of mastering.

Description: Excerpt from outline:

I. Technology at the turn of the century
  A. New concepts of technology
  B. Mission of Science in Education
  C. Historian's awareness of science, technology
  D. The science of conservation
  E. Industry becomes science-minded

II. Science and technology help make America a world power
  A. Agricultural superiority
  B. Food technology
  C. American textiles
  D. Steel technology
  E. Power machinery
  F. Glass and rubber industries
  G. The beginning of the Automobile Era
  H. Coming of the Airplane
  I. Communication
  J. The modern motion picture

III. Technology in World War I

IV. Communication Technology since 1920

V. Standards of Living

VI. Transportation Technology since World War I

VII. Technological Advances in Metallurgy since 1920

VIII. Technological Advances in Non-metallic Industries

IX. Technology in World War II and After

History of Activity: Proposed for 1961-62. Requested by the School of Engineering to fulfill requirements set by the State Department and Engineering Council. The specialist needs to understand the general developments outside the laboratory or workshop. Technical competence cannot exist in a vacuum. The engineer, the scientist, the industrial worker works with and for others. He is seldom able to depend solely on himself for the translation of his ideas into useful results.

Justification and Principal Merit: The South in 1960 is emerging from its provincialism into the main stream of American economic development. The keys to this advancement are three: education, science, and technology. This course emphasizes these three. The South is no longer a source of race materials in goods or people . . . she must orient her sons to the history and trends in industry, transportation, science, and the arts. The course will go a long way in providing a new concept of education for those who show that they have mechanical aptitudes.

10. EAST CENTRAL STATE COLLEGE (Okla.)—Great Americans—Dr. P. H. Boeger

E	G	2SH	1	17	H	H	I	US		4D	1956

11. THE CITADEL—History of Modern Warfare—Professor J. S. Coussons

E	JC	3SH	1	67	H	H	I	WW	CH	3Le.	1953

B. *Modern History:*

12. NORTH CAROLINA STATE COLLEGE—The Modern Western World—Professor M. L. Brown, Jr.

REngin.	SC	3SH	1	847	H	H	I	WW	TO	3Le.	1954

Basic Component: History

Chief Activities: Formal and informal lectures. Discussions. Oral and written reports.

Main Objectives: To provide historical foundation for the engineering humanities—social science sequence; to provide the student with some knowledge of the historical method; to arouse, wherever possible, an interest in the reading and study of history for later years.

Distinctive Features: The selection of certain major topics to the exclusion of others.

Methods of Evaluation: Individual instructors develop own examinations. Essay tests most used. Some objective testing.

Basic Texts: Brinton and Wolff. *Modern Civilization*

Description: Designed to present to the student what may be described as the "major movements" that have characterized the Western World since the Middle Ages. Here the term "western" refers to the European, or Europeanized, world whose cultural base was Rome and the western part of the ancient Roman Empire. The term "modern" in historical usage refers to a period of several hundred years, during which time certain characteristics developed, clearly distinguishing modern times from the medieval period. As much as possible, events will be related to seven major movements.

- I. Emergence of the modern world
    - A. Concept of historical and periodization
    - B. Characteristics of the modern age
    - C. The Renaissance and the coming of modern times
    - D. The Reformation
    - E. The growth of commerce
    - F. The national states
- II. The development of constitutionalism
    - A. The struggle for constitutional government in England and the British Empire
    - B. The French Revolution
    - C. The revolutionary impact on social, economic, and cultural developments
- III. The coming of modern industrialism
    - A. Development of science
    - B. Imperial trade and European demand for goods
    - C. The agricultural revolution
    - D. The industrial revolution
- IV. The coming of political democracy
    - A. Distinction between constitutionalism and democracy
    - B. Development of democracy in the English speaking world
    - C. French experimentation
    - D. German and Austro-Hungarian concessions
    - E. The constitutional monarchy in Italy
- V. Intensified nationalism and renewed imperialism
    - A. Definition of nationalism; distinction between the state and the nation
    - B. Growth of nationalism since the French Revolution and Napoleon
    - C. The unification of Germany
    - D. The unification of Italy
    - E. Russian policy, in the Orient and in Europe
    - F. Frustration of nationalism in many areas
    - G. The expansion of Europe
- VI. World Wars and Revolutions
    - A. Origins of World War I
    - B. Nature of World War I
    - C. The Russian Revolution; its connection with World War I
    - D. Totalitarianism in Italy
    - E. Totalitarianism in Germany
    - F. The balance of power and World War II
- VII. Collective security and the menace of international communism

A. Origins and nature of the United Nations
B. Settlements, and lack of settlements, after World War II
C. The cold war
D. The extension of the iron curtain
E. United States policies, in and outside the United Nations
F. Role of science in the contemporary world
G. The divided world and the role of neutrals

History of Activity: In 1949 a planned sequence of courses in the Engineering Program was established. At the time a choice was allowed the student during his sophomore year between an American history-literature stem and a Western World history-literature stem. When we converted to the semester system in 1954, this choice was eliminated and the present H 205 replaced the former pattern.

Justification and Principal Merit: It is what it purports to be—a solid course in history especially designed for the purpose it serves.

Satisfaction: It is characteristic of this department that it is never satisfied but is always seeking better handling.

Chief Difficulties: Lack of adequate time. For a really adequate job we need two semesters.

13. UNIVERSITY OF ALABAMA—Foundations of the Modern World—Dr. John Ramsey

REngin.	SC	3SH	1	52	H	H	I	WE	CH	3Le.	1955

C. *Civilization Courses*
(1) Classical:

14. SWEET BRIAR COLLEGE—Classical Civilization—Professor G. Malz

RG*	SC	3SH	2	91	Gr,L,P	Gr,L		G,R	CH,TO	3Le.&D	1935

*except L & Gr.

Chief Components: Literature, art, philosophy, political theory

Chief Activity: Lectures and discussions

Major Objectives: To acquaint students with the achievements of the Greeks and Romans in the areas indicated above and to show the heritage we have received.

Distinctive Features: Participation of lecturers from various departments—Greek, Latin, philosophy, art, mathematics, biology.

Basic Texts: None required. Many recommended for purchase.

Description: CD—A study of the elements of classical civilization which have profoundly affected the development of our own culture. Course outline:

Second Semester, 1960

1. City-state and Empire
2. Hellenistic Politics
3. Discussion
4. Social and Economic problems
5. Hellenistic Literature
6. Discussion
7. Hellenistic Religion
8. Hellenistic Philosophy
9. Discussion
10. Greek Science
11. Greek Science
12. Hellenistic Art
13. Review of Age
14. Test
15. Italy and Rome
16. Early Roman Republic
17. Roman Politics and Pol. Thought
18. Discussion
19. Roman Imperialism
20. Growth of One-Man Power
21. The Principate of Augustus
22. Discussion
23. Early Latin Literature
24. Cicero
25. Catallus and Lucretius
26. Discussion
27. Horace
28. Vergil
29. Ovid
30. Discussion
31. Livy and Tacitus
32. The Latin Language
33. Discussion
34. Roman Art
35. Roman Art
36. Roman Art
37. Discussion
38. Pax Romana
39. Roman Law
40. Discussion
41. Review of Roman Period

Excerpt from Assignment Sheet, Units 10 and 11:

10. Greek Mathematics and Physical Sciences
  Required:
    Livingstone, R. W., *Legacy of Greece,* pp. 97-136
  Recommended:
    Clagett, *Greek Science in Antiquity,* Ch. II, III, V, VI, VII
    Dantzig, *Bequest of the Greeks,* Part I
    Hart, I. B., *Makers of Science,* pp. 19-45
    Heath, Sir Thos., *Greek Math. and Astronomy,* pp. 215-232
    Heiberg, J. L., *Science and Math. in Classical Antiquity*
    Hogben, *The Wonderful World of Mathematics*
    Kline, *Mathematics in Western Culture,* Ch. III-IV
    Sambursky, *The Physical World of the Greeks,* Ch. I-III
    Sedgwick and Tyler, *Short History of Science,* III-VI
    Singer, *Short History of Science,* pp. 1-89
    Van der Waerden, *Science Awakening,* IV-VIII
  Questions:
    1. What characteristics of Greek learning contributed to progress in the sciences?
    2. What are the principal contributions of Euclid and Archimedes?

II. Greek Biology
  Required:
    Aristotle, *Generation of Animals,* A. L. Peck Trans., pp. 129-135; 143-157; 193-201

Needham, *History of Embryology,* pp. 37-60

Recommended:

Livingstone, *Legacy of Greece,* pp. 137-162

Sarton, *History of Science,* Vol. 1, pp. vii-xiv, 336-377

Singer, *Short History of Science,* pp. 1-89

Singer, *Greek Biology and Greek Medicine,* pp. 5-54

Questions:

1. What is the difference between the theory of development by preformation and that of development by epigenesis?
2. In which of these theories did Aristotle believe, and what factors led him to his belief?
3. Which of Aristotle's questions regarding life still stimulates inquiry by the modern biologist?
4. What factors prevented Aristotle's finding adequate answers to some of his questions?
5. Which of Aristotle's ideas regarding organismic development and methods for investigation of problems of organismic development are valued today? Which not?

History of Activity: First offered in 1935, course has retained same basic structure and material though original order of lectures has been modified. At first discussion meetings were conducted by faculty members giving particular lectures. Now director of course and a member of Department of Greek and Latin attend all lectures and divide conduct of all discussion sessions.

Justification and Principal Merit: Students should have at least as much knowledge of a civilization which is the basis of our own as can be obtained in a six-hour course. If they cannot get the depth that is to be had from a course of reading in the original language, limited to a few authors or a brief period, the breadth offered by a wider selection of reading compensates somewhat for the unsatisfactory substitute of reading masterpieces of literature in translation. Students gain understanding and appreciation of what has gone into the making of our civilization . . . they study the development of the ideas and achievements . . . which have greatly affected the development of our culture and offered models of excellence . . . to our age . . . they get some idea of the unity of knowledge underlying the diversity of our separate departments.

Satisfaction: The course has the superficiality inherent in all survey courses which must cover a vast amount of material and deal to a certain extent in generalities with students who do not have the experience and knowledge to realize how sweeping statements simplify and overlook the complexities of a problem. Yet they do become familiar with the great names of Greek and Roman civilization, and the major aspects of the heritage they have bequeathed to us.

Chief Difficulties: To make the students think. As in other lecture courses, students wish to take notes, memorize them and give them back, unchanged and unconsidered, on tests. We are not able to give as many tests as are desirable to teach students to choose and organize, clearly and concisely, pertinent answers to particular questions based on what they have learned since there is insufficient help to correct the many papers.

15. WEST VIRGINIA UNIVERSITY—Cl. 102—Classical Culture in the Modern World—Professor C. G. Brouzas

RCl	SC	2SH	1	12	Cl	Cl	I	G,R	TO	2Le.	1956

Chief Components: History, Daily life, literature, religion, art.

Basic Component: Daily private and public life.

Chief activities: Informal lectures, illustrative materials.

Objectives: To acquaint the student with Roman and Greek life. To trace the influence of the Greeks upon the Romans and of the two upon the medieval and modern world.

Basic texts: Robinson. *Everyday Life in Ancient Greece*—Treble & King. *Everyday Life in Rome.*

16. WEST VIRGINIA UNIVERSITY—101: Classical Myths in the Modern World—Professor C. G. Brouzas

RCl	SC	2SH	1	12	Cl	Cl		G,R	TO	2Le.	19[illegible]3

(2) Western Civilization:

17. WEST VIRGINIA UNIVERSITY—Humanities—Warren R. Manning

RG*	JC	4SH	2	160	RL,P,G,E	RL	II	WW	CH	3Le.,1D	1937

*or history 1,2

Chief Components: History, literature, art.

Basic Component: History

Chief Activities: Course comprises 90 lectures, employs 20 lecturers from whole university. Each instructor gives from 3-12. Discussion in 10 sections once a week. Required readings.

Major Objectives: To give student cross sections of his civilization at those points where its development has been most significant.

Distinctive Features: Pioneer humanities course—1937, introduces student to many fields of study and faculty from many fields. Modeled on Chicago Humanities Course.

Methods of Evaluation: Five objective quizzes per semester. One mid-semester and one final examination.

Basic Texts: Wallbank and Taylor. *Civilization, Past and Present.* Course syllabus.

Description: CD—A substantial part is background of history, to which are added a survey of world literature, enough philosophy to acquaint the student with the principal thought patterns employed by Western men, the main developments in art and architecture, and some music. A constant attempt is made to relate the past with the present, and to show the continuity of what we call Western Civilization. The assigned readings constitute the most important feature of the course, in that they supply most of the factual material. Lectures are primarily for the purpose of orientation.

Excerpt from schedule of lectures:
- Prehistoric Man
- Egypt
- The Fertile Crescent
- The Hebrew Religion
- The Coming of the Greeks
- Homer's *Iliad*
- The City State
- Life in the Age of Pericles
- Greek Comedy
- Greek Tragedy
- Greek Architecture, Sculpture, Painting
- Greek Philosophy and Plato
- Aristotle
- Hellenistic Civilization

Excerpt from required reading list:
Greek Period: Heroic Age
Required: Buck. *Anthology of World Literature,*
Homer, *Iliad,* pp. 3-16, 27-30, 36-49.

Suggested:
Breasted. *Ancient Times*
"Western Asia. The Coming of the Indo-Europeans"
"The Eastern Mediterranean World and the Greek Conquest"
"Greek Civilization in the Age of the Kings"
"The Age of the Nobles and Greek Expansion in the Mediterranean"
Buck. *Anthology of W. L.,* Odyssey, pp. 49-58

History of Activity: Organized over period of two years. About seventy members of faculty participated. Inaugurated 1937.

Justification: A solid course, as general courses go, with an historical framework.

Satisfaction: Very much.

Difficulties: Replacing lectures from time to time.

18. BEREA COLLEGE—H 103: History of Western Civilization —Dr. Frank Wray

RG	JC	5SH	1	371	H	H	III	E&WE	CH	5Le.	1937

19. WASHINGTON COLLEGE—H 101: History of Western Civilization—Dr. Robert Kirkwood

RH	SC	1year	2	120	H,L,A	H	III	WW	CH	1Le,3D	1956

20. HENDERSON STATE TEACHERS COLLEGE—531: Ibero-American Civilization—Dr. David Driver

E	C	3SH	1	9	ML	ML	I	WW	CE	1D	1957

Chief Components: Literature, painting, music, architecture, political and economic history.

Basic Component: Literature

Objectives: To make students aware that Ibero-American culture exists. To develop some understanding and appreciation of the literature, music, and painting of Ibero-America. To seek an understanding of the causes of the differences between their outlook and ours. To support that truth that, though separate and different, Anglo-America and Ibero-America are not necessarily unequal in spiritual and intellectual values.

Description: Outline: Pre-history of the Iberian Peninsula. The Iberians and the Celts. Pre-Roman influences: Phoenician, Greek, Carthaginian. The Romanization of Iberia. Contributions of Spanish colonists to Roman culture. The Visigoths. The Arabs: their contributions. The eight centuries of the Reconquest: their effect on the Spaniards attitude toward life. Events preceding the Golden Age. Literature of the Golden Age. Spanish art and architecture in the Golden Age. The decline. Organization of the American Colonies. The coming of Napoleon to Spain and Portugal. The revolt of the colonies. Causes: Campaigns. San Martin and Bolivar. 1825-1898 in Spain and Portugal. In the American Republics. The generation of '98 in Spain. Unamuno, Baroja, Gasset. Rise of Americanism in 20th Century American Literature and art. Propaganda literature and art in Ibero-America since 1930.

21. COKER COLLEGE—Civilization Course—Elizabeth Davidson

RS	JC,SC	3SH	8	380	*	H	III	WW	CE	2-3Le.,2-3D	1946

*heads of all liberal arts depts.

Chief Components: History, religion, philosophy, art, music, science, literature.

Basic Component: History

Chief Activities: Formal lectures, demonstrations, discussions. Papers.

Major Objectives: To insure a well-rounded general education for all students. To develop the capacity to think clearly and independently, to deal with ideas. To develop an understanding and appreciation of the cultural heritage. To develop an understanding of the modern world. To develop an understanding of the interrelation between fields of knowledge.

Distinctive Features: Integration of subject matter from all the different disciplines into a single course. Each semester's work involves all areas. Combination of lecture and discussion into one course, about 5 hrs. weekly for 3SH credit.

Methods of Evaluation: Each instructor prepares and grades own tests, but close cooperation in this. Final examinations prepared by department. Essay and objective tests.

Basic Texts: Syllabus. Brinton and Wolff. *A History of Civilization.*

Description: CD (Excerpts): A survey of human culture from its beginnings to modern times . . . designed to insure a well-rounded general education in the arts and sciences, the Civilization course serves as a safeguard against neglecting important phases of knowledge through a random selection of offerings . . . A syllabus prepared by the faculty provides a detailed outline and reading lists. Regular class sections meet a minimum of 90 class hours per school year. In addition, there are approximately 60 general lecture periods a year . . .

Subject distribution by class periods for senior year:

History	18
Philosophy	8
Science	24
Art	12
Music	12
Religion	8
Literature	8

Excerpt from Lecture Schedule for Civ. II

Part Four: Early Modern Civilization

XXI	The Breakup of the Medieval Pattern
XXII	The General Character of the Renaissance
XXIII	Renaissance Art in Italy
XXIV	Protestant Revolution and Catholic Reformation
XXV	Christian Beliefs
XXVI	Renaissance Literature
XXVII	Medieval Mathematics
XXVIII	Science: First to Seventeenth Century
XXIX	Early Modern Philosophy
XXX	The Commercial Revolution

(The number of lectures on any one topic ranges from one to nine.)

Assignment schedule (excerpt)—Civilization II (First three chapters)

Ch. I—The Roman Empire: Political and Social. Class periods. No lectures. Reading—*A History*, I, 88-98.

- II. The Transition from Republic to Empire
  Reading: Brinton, I, 98-103; MacKinney, *The Medieval World*, 5-9.
  - A. The Decadent Condition of the Late Republic
  - B. The Dictatorship of Julius Caesar
  - C. The Civil War
  - D. The Government of the Principate
- III. The first three centuries of the Empire
  Reading—Brinton, I, 103-110; 121-123; MacKinney, 5-34. Selections from Suetonius
  - A. The Julio-Claudian Successors of Augustus
  - B. The Period of the "Good Emperors"
  - C. The Era of Military Anarchy
- IV. Some Aspects of Roman Civilization
  Reading—Brinton, I, 110-115, 121-123
  - A. Roman Law
  - B. Roman Economic Life
  - C. Urban Life
- V. The Era of Despotism
  Reading—Brinton, I, 123-128
  - A. The Reforms of Diocletian and His Successors
  - B. The Decline of Rome

Ch. 2—The Barbarian Invasions
2 class periods. No lectures.

Ch. 3—Latin Literature
3 lectures. 3 classes.

History: The course was established in 1946 with the freshman year's work. One year at a time was added, and the first class to graduate with all four years was the 1950 class. There have been small modifications each year . . . but no major change in the plan.

Justification and Principal Merit: The course was introduced because the faculty believed there was too little coherence and unity in the total educational program at the college. The major objectives stated . . . were present in the planning of the course. The program has been reviewed and, by overwhelming faculty vote, re-endorsed within the last two years. The graduates of the last ten years continue to find the course a source of satisfaction; many of them find that it is of great value to them in graduate work, and still more find it has given depth to their understanding of their environment today.

Satisfaction: I believe that it meets its purposes reasonably well. I am not satisfied in that I believe that, with a larger staff and perhaps more time allowed in the curriculum, we could make it more meaningful. But I am convinced that the basic plan is sound.

Difficulties: An initial problem was to find instructors with the breadth of education and cultural interest to undertake this type of teaching . . . it does complicate scheduling and has given the Dean of Instruction some headaches. It was difficult to "sell" the idea to some conservative members of the faculty.

22. JOHNS HOPKINS UNIVERSITY—H1,2,3,4: Occidental Civilization—Dr. Hans Gatzke

RH	SC	*	2	220	H	H	III	W&WW	CE	2Le.,1D	

*6 per year

(3) Oriental Civilization:

23. TRANSYLVANIA COLLEGE—Oriental Civilization—Prof. George E. Dodds

E	SC	5QH	1	28	H	H	IE	CH,CE,BC	5Le.&D	1948

Chief Components: History, arts, literature, religion

Basic Component: History

Chief Activities: Special study assignments for individual students.

Major Objectives: To understand past cultures, to read critically and intelligently, to see the interaction of cultural forces in a sweep of history, to understand concepts in Western Civilization, to obtain better insight into the contemporary culture of the Orient.

Distinctive Features: Use of individual student's major as his point of approach to materials.

Basic Texts: Syllabus and reference reading.

Description: Not an introductory course built on the idea that students will take more work in the field. Not a survey requiring a superficial inclusiveness. Comprises topics which will have a lasting value to the student.

Basic Outline:

I. Land and People
II. Men and Ideas
III. Interaction of Chinese with their neighbors
IV. The Golden Age of China
V. East Meets West
VI. Western Imperialism
VII. Present Day Awakening

Required reading for Unit III:

Steiger. *History of the Far East,* IV, V, VI, VIII, XI
Carter. *Four Thousand Years of China's Art,* VII-XII, or
Silcock. *Introduction to Chinese Art and History,* IV-V, or
Sanson. *Japan, a Short Cultural History.*

Supplementary reading for same unit:
Latourette. *The Chinese, Their History and Culture*
McGovern. *The Early Empires of Central Asia*
Sen. *The Pageant of India*

History: Established as a part of a new general education program in 1948. Changed to place more emphasis upon revolutionary developments, economic and political, as materials became available.

Justification and Principal Merit: The history of the world since the Second World War is enough to justify such a course. We felt that modern man should know enough about the Orient to understand the material he hears and reads every day. Particularly he needs some background to be aware of the bias which appears in most western writing. I object to the emphasis placed on present day or immediate past history in most texts. One of the unique advantages of the Orient is to study cultures which are centuries old and which are reflected in the present.

Satisfaction: Experience of seeing students develop an interest in a whole new culture and to cultivate special interests in Oriental art, economics, history, and the like is most satisfying.

Difficulties: Finding scholarly materials written for the nonspecialist. Much has to be discarded because of the bias, particularly India. Geographical material which is up-to-date is hard to find.

D. *Institutions and Ideas*

24. TULANE UNIVERSITY—General History: Western Civilization—Dr. Nels Bailkey

*	SC	6SH	1	175	H	H	I	E&WW	CH	3Le.	1950

*R AS juniors who do not elect one of three other GS Courses: E for Engin., Bus., Arch., and Newcomb students

Chief Components: Political, economic, social, cultural, and religious institutions and ideas.

Basic Component: History

Chief Activity: Formal lectures with one period for discussion every 10-14 days.

Laboratory Activity: Prints illustrating history of art on display during lectures and in Art Room or Library.

Major Objectives: To understand our contemporary civilization, the development of Western Civilization, the comparative history of civilizations, and to contribute to intellectual maturity—the ability to think.

Distinctive Features: Lectures which by employing Socrates' "rough method in intellectual education" and by emphasizing the comparative history of institutions and ideas, seek to arouse intellectual curiosity in students.

Methods of Evaluation: Essay tests, prepared and graded by instructor. Also leading questions.

Basic Texts: Burns, *Western Civilizations.* Bailkey, *Thought and Experience from Gilgamesh to Charlemagne.* Beatty and Johnson, *Heritage of Western Civilization.* Robinson, *Reading in European History,* Columbia University, *Introduction to Contemporary Civilization in the West.*

Description: (From "Introduction: Scope, Nature, Aim") Since, as Arnold Toynbee has insisted, the smallest intelligible unit of historical study is a whole civilization, to really understand contemporary Western Civilization we must see it as the end product of developments that began in the Middle Ages and continued on through the Renaissance and Modern periods. Furthermore, the study of earlier civilizations will enable us to understand better our own civilization in its entirety not only for the obvious reason that we have borrowed from them but more importantly because they, too, went through "Medieval," "Renaissance," and "Modern" phases . . . In studying the history of any civilization, it is advisable to concentrate upon factors that are fundamental, that constitute, in a sense, the least common denominators of a civilization. There are three such factors, institutions, ideas, and the environment . . . Another major objective of the course is the acquisition of intellectual power . . . this power is variously described as intellectual maturity, the ability to think, and historical-mindedness. It is basically the difference between memorizing facts and understanding the significance of those facts; it is the ability to generalize, to interpret, to see relationships. Summary of basic units from portion of syllabus:

> Introduction to Greek Civilization; Aegean Civilization; Geography and Racial History of Greece; Political, Economic, and Social Evolution of Greece to 30 B. C.: The Greek Middle Ages; The Greek Renaissance; Greek Colonization, 800-600; Athens to 500 B. C.; Sparta to 500 B. C.; The Persian Wars, 499-480; Rise of the Athenian Empire; the Peloponnesian War, 431-404; The Rise of Macedon; Hellenistic Empires, 323-30 B. C.

Excerpt of subsequent material:

Hellenic Religious and Intellectual Development
The Nonmoral State: Homer (see above)
The Breakdown
A Time of Troubles: Hesiod (see above)
An Inquiring Mind: "It is according to their wonder that men begin to philosophize . . . pursuing science in order to know . . ."
Aristotle

Thales: "Water is best."
Pythagoras: "All things are numbers."
Heraclitus: "Strife is father of all." "I have sought for myself."
Democritus: "By agreement sweet is sweet . . . bitter is bitter . . . the only realities are the atoms and the void."
The Sophists: "Man is the measure of all things." (Protageras)

Early Lyric Poets (VII-VI C.) Reading #19
  Archilochus, Mimnermus, Sappho, Theognis

The Moral Stage
  Religion
    Moralized Olympians: Apollo: Delphic Oracle: "Nothing in excess."
    Mystery Cults
      Eleusinian: Demeter and Persephone
        "Verily glorious is that mystery vouchsafed by the blessed gods, for death is no ill for mortals, but rather a good."
      Orphic: Dionysus, Orpheus
        "Happy and blessed one! Thou shalt be god instead of mortal."

Philosophy Reading #25
  Socrates (d. 399)
    From cosmology to ethics: "And I thought that I had better have recourse to the world of mind and seek there the truth of existence."
    Reconstruction in philosophy: "Virtue is knowledge."
    The Socratic method: "The unexamined life is not worth living."

  Plato (d. 348)
    The Platonic Ideas: Idealism
    The Republic: The individual "writ large"

  Aristotle (d. 322) Reading #27
    Metaphysics: scientific
      "Theories must be abandoned, unless their teachings tally with the indisputable results of observation."

    Logic: deductive and inductive

    Ethics:
      Moral virtue: "Virtue depends on ourselves, and vice likewise."
        The Golden Mean
      Intellectual virtue: "For man, the life of reason is best and pleasantest, since reason more than anything else is man."

Politics:
  The state: "originating in the effort to obtain the bare necessities of life but continuing in existence for the sake of the good life." "The state is thus a natural creation and man is by nature a political animal."
Poetics: Catharsis
  The natural sciences

History: Course established in 1950.

Justification and Principal Merit: Established as the result of a program of curricular revision seeking to place more stress upon general education. Has achieved its objectives to a remarkable degree. Some evidence of this emanating from students: Some have changed their majors to history; some who have subsequently taken the Graduate Record Examination have reported that it served as their best preparation; an increasing number of students in other colleges have elected it and at present about 50% of the enrollment is from outside the A & S College.

Extent of Satisfaction: It has convinced me that a course in Western Civilization can be the most effective single course contributing to a liberal education.

Difficulties: Lack of time. An extra hour each week is sorely needed for discussion.

25. GEORGE PEABODY COLLEGE—Basic Heritage—Kenneth Cooper

RG	JC	4QH	1	276	H	H	I	WW	CH	4Le.&D	1953

Chief Components: History and political science—history of the religious and legal heritage of our society.

Basic Component: History

Chief Activities: Lectures, discussion—sometimes in small groups under assistant—readings.

Major Objectives: To demonstrate the usefulness of the historical approach in understanding certain aspects of our society; to deepen the student's understanding of our religious and legal institutions.

Distinctive Features: Concentration upon the two themes—allowing for a more satisfactory treatment of both the subjects and the methods.

Methods of Evaluation: Reports from discussion sections—written examinations.

Basic Texts: Bevan. *Chhristianity;* Kitto. *The Greeks;* Barrow. *The Romans;* Padover. *The Living U. S. Constitution;* Orlinsky.

Description: Course outline:	No. of class meetings
Introduction: The nature of the historical approach	(1)
Section I. The Religious Heritage	
I. The background of the Western religious traditions in the civilizations of the ancient Near East	(1)
A. Sumerian-Babylonian	
B. Egyptian	
II. The roots of the Western religious tradition in ancient Judaism	(4)
III. Early Christianity	(4)
IV. Christianity in the West during the Middle Ages	(2)
V. The Eastern Orthodox Church	(1)
VI. Protestantism	(3)
VII. Science and Reason and Christianity	(1)
VIII. Historical explanations of the diversity of religious bodies in the United States	(3)
Section II. The Legal Heritage	
I. Introduction: the nature of law	(1)
II. Early written Law	(1)
III. The Democratic Republic of Athens and its Law	(3)
IV. The Roman Heritage	(3)
V. The English Heritage	(3)
VI. The Fundamental Law of the United States	(3)

History: Inaugurated in 1953.

Justification and Principal Merit: Designed to introduce students to a historical way of thinking by using illustrations from two basic social institutions. Has succeeded better than expected.

Chief Difficulties: Lack of reading materials prepared particularly for this type of course.

26. HARDING COLLEGE—SS501: American Heritage—Dr. C. L. Ganus

E	G	3T	1	25-30	SS	SS	I	US	BC	9Le.&D	1955

Chief Components: Philosophies of government from Plato and Aristotle to John Locke and the Federalist Papers. Reading in the literature of the Revolutionary Period.

Objectives: To give an understanding of the great philosophies of government from the days of Greece. To discover what bearing they had on the Founding Fathers. To discover how earlier concepts were modified, changed, and improved to fit the new country. To discover the relation of these to the literary and cultural development of the country. To glance briefly at later changes or issues of our times.

Basic Texts: Clough. *Our Long Heritage.* Cady. *Literature of the Early Republic.*

Description: Designed for teachers. Many teachers felt the need for a better understanding of the foundations of our American culture. The usual college curriculum contained American and European history, but few students had read the philosophies underlying social and political developments. In this course they see the concepts which have shaped the thinking behind democracies, dictatorships, and socialistic and communistic societies and the bearing these have on history and culture. The course gives greater depth and breadth to the student's understanding of human society and helps him to understand present issues whose roots go back to the past. It has been greatly appreciated by the students because it leads them into new concepts unknown or only dimly seen before. The chief difficulty is in compressing the amount of material we would like to cover into the 45 periods.

E. *History of Ideas*

27. UNIVERSITY OF ALABAMA—H 1-2: Great Ideas in Western Culture—John Ramsey

E	JC&SC	3SH	2	40	H,M,A,E,P	H	III	WE	CE	Le.,D	

Chief Components: Philosophy, science, music, art, literature.

Major Objectives: To arouse interest in basic problems of culture; show inter-relations of the arts; relations between a culture epoch and its artistic productions; describe various "world-pictures" developed; and clarify weaknesses of various epochs.

Distinctive Features: Guest lecturers—use of slides and records.

Methods of Evaluation: Essay tests—objective tests.

Basic Texts: Brinton. *Ideas and Men.* Gombrich. *Story of Art.* Paperbacks

Description: Excerpt from Course Syllabus (First Semester):

1st Week: Importance of Intellectual History

- I. Purpose and scope of book
- II. Limits of Intellectual History
- III. The Role of Ideas

  IV. Contemporary Importance of Intellectual History
  V. Some Patterns of Intellectual History

2nd Week: Greece
  I. Range of Greek Thought
  II. Greek Formal Thought
  III. The Classical Culture

3rd Week: The Crisis of Greek Culture
  I. Problem of Cultural Decline
  II. How Deep Did the Classical Culture Go?
  III. Greek Religion as a Measure of Culture
  IV. The Crisis of the Fourth Century

4th Week: One World: Other Elements in Classical Culture
  I. The Jewish Element
  II. The Hellenistic Element
  III. The Roman Element

5th Week: Roman Civilization

6th Week: The Christian Way
  I. Introduction
  II. The Growth of Early Christianity
  III. Christian Belief
  IV. Reasons for the Triumph of Christianity
  V. The Christian Way of Life

7th Week: The Middle Ages
  I. Introduction
  II. Institutions of Medieval Culture
  III. Medieval Theology and Philosophy
  IV. Medieval Theories of Human Relations

8th Week: The Middle Ages

9th Week: The Middle Ages

10th Week: The Renaissance (1)

11th Week: The Renaissance (2)

12th Week: The Renaissance (3)

13th Week: The Renaissance (4)

14th Week: Review

15th Week: The Northern Learning

28. SOUTHERN METHODIST UNIVERSITY—Paul F. Boller —History of Ideas in America

E	SC	3SH	2	300	H	H	I	US	CH	Le.	1948

Chief Components: Political, social, economic, religious, philosophical thought.

Basic Components: American intellectual history

Chief Activities: Lectures wholly

Major Objectives: To familiarize student with the origin and history of fundamental American ideas and traditions; provide a background for better understanding; contemporary American thinking; to review some of the answers which Americans in the past have given to the basic questions of human existence; to stimulate intellectual curiosity and freedom of inquiry.

Basic Texts:

Hoffner. *A Documentary History of the United States.*
Parrington. *Main Currents.*
Jameson. *American Revolution.*
Gabriel. *The Course of American Democratic Thought.*
Pamphlet. *Transcendentalist Revolt Against Materialism.*
Commager. *The American Mind.*
Allen. *Only Yesterday.*

Description: Classes meet twice a week and last 80 minutes. Lecture course on such topics as 17th Century Puritanism, The Enlightenment in America, Jeffersonian Democracy, Jacksonian Democracy, New England Transcendentalism, The Impact of Darwinism on American Thought, Philosophy of William James, the New Deal and like subjects.

Excerpt, Syllabus for History 62, Spring, 1960:

February 2—First Meeting
4—Commager. Chapter 1, Nineteenth-Century America
9—CADT, Chapter 13, Gospel of Wealth
Heffner, Ch. 16, Gospel of Wealth
Quiz on Readings
11—Commager, Ch. 4, John Fiske and Evolution
Allen, 175-185 Scopes Trial
16—CADT, Ch. 15, Religion of Humanity
Quiz
18—CADT, Ch. 18, Sumner
23—CADT, Ch. 21, Constitutional Law
Quiz
25—CADT, Ch. 16, Religion of Humanity at Work
Heffner, Ch. 18, Grass Roots Rebellion

March 1—Commager, Ch. 10, Lester Ward
Quiz
3—CADT, Ch. 17, George Ward, Bellamy

8—Commager, Ch. 9, Religious Thought
Quiz
10—CADT, Ch. 20, Social Gospel
15—Commager, 132-39 Henry Adams; CADT, 323-33, Adams
17—Commager, Ch. 5, William James
22—CADT, Ch. 24, Pragmatism
Quiz
24—CADT, Ch. 26, Mission of America
Heffner, Ch. 19, Imperial America
29—CADT, Ch. 25, Progressive Era
Heffner, Ch. 20, Progressive Ferment
Quiz
31—CADT, Ch. 27, Great Crusade
April 5—Heffner, Ch. 21, Great Crusade and After
Allen, Ch. 2, Wilson and the League
Quiz
7—Allen, Ch. 3, Red Scare After World War I
12—Commager, Ch. 17, American Law, Ch. 18, Pound and Holmes
Quiz
19—Allen, Ch. 5, Manners and Morals, Ch. 9, Revolt of Highbrows
Quiz
21—Commager, Ch. 11, Veblen, CADT, 254-55, Veblen
26—Allen, Ch. 12, Bull Market
Quiz
28—Allen, Chs. 13-14, Great Crash and Aftermath

May 3—Heffner, Ch. 22, Boom and Bust
Commager, Ch. 16, Applications of Political Theory
Quiz
5—Heffner, Ch. 23, Roosevelt Revolution
CADT, Ch. 28, Fundamental Law
10—CADT, Ch. 29, Free Individual, Ch. 30, Nationalism
Quiz
12—CADT, Ch. 31, Fundamental Law After Hiroshima
17—Commager, Ch. 20, Twentieth-Century America

History: Begun in 1948. Enrollment has grown steadily until now it must be conducted wholly as lecture course.

Satisfaction: Students have responded with interest and, I think, increased understanding of past and present American culture.

Difficulties: Classes are too large for discussion or even many questions from students.

F. *American Ideas and Ideals*

29. ARKANSAS POLYTECHNIC—213a,b: American Studies—Theodore Garrison

RG*	SC	3SH	2		E,H	E	I	US	CH	3Le.	1953

*(as option)

Objectives: To acquaint class with roots and origins of American "ideas." To show continuity of pattern in development of American culture. To acquaint students with principal events in American History. To understand contemporary trends and developments.

History: First offered in 1953-54. Principal changes have been in the de-emphasis of art and music, the closer integration of remaining subject matter, and a shift from lecture to classroom teaching. In addition to fulfilling the main objectives of traditional survey courses in American literature and history, this course permits a clearer and more integrated approach to changing climates of opinion in the U. S.

Satisfaction: Basic objectives and methods of course seem perfectly valid. However, actual achievement of these has not been fully realized.

Difficulties: Insufficient allowance of instructor time from other duties and lack of suitable textbooks for a course like this. We feel that both these difficulties have now been satisfactorily overcome.

30. MARSHALL COLLEGE—Ph 410: Philosophical Sources of American Culture—R. Lloyd Beck

RP	SC	3SH	1		P	P	I	WW	BC	3Le.	1945

Emphasis upon sources of current ideas in Greek, Hebrew, Roman, and Medieval thought.

31. SOUTHWESTERN AT MEMPHIS—E87-88: Varieties of American Experience—Danforth R. Ross

E	SC	3SH	2	6	E&AS	E	I	US	P&BC	3Le.&D	1958

Emphasis upon ideas as expressed in documents from American Literature.

Objectives: To establish flow of ideas significant to American development. To show expression of these in various areas of American culture by significant Americans. To show clash of ideas where present. To arouse curiosity in students rather than convey a factual body of knowledge.

Methods of Evaluation: Open-book essay tests prior to taking up individual work in class designed to encourage student initiative. Essay examinations. Term paper.

Justification: Mainly to break down barriers between departments; to combat the tendency of departments toward increasing specialization. Also course believed to be amenable to discussion method of teaching.

Principal Merit: To me the chief merit lies in the interdepartmental approach, the vitality that can be gained by examining concepts and problems rather than making an overly-narrow application of them.

Satisfaction: I find I am doing interesting and significant work, though I still feel somewhat clumsy in organizing and integrating my materials.

Difficulties: 1) Getting students. Students tend to stick to the standard departmental course. 2) Locating sufficient paperbacks to cover the basic materials. 3) Getting everything in that I would like to get—a formidable problem.

32. STETSON UNIVERSITY—AS 361-62: Heritage of American Culture—John Hague

RAS	SC&G	3SH	2	21	AS	AS	I	US	CH&T	3Le.&D	1955

Emphasis upon forces, ideas, people who have shaped A. culture.

33. UNIVERSITY OF LOUISVILLE—H 601: Studies in American Culture—Ernest Hassold

RHum.	G	3SH	1	15	Hum.	Hum.	I	US	BC	D	

Emphasis upon American thought since Civil War.

G. *History and Religion*

34. SOUTHWESTERN AT MEMPHIS—Man in the Light of History and Religion—John H. Davis

R*	JC	3SH	2	170-80	H,P,R	H	I&II	WW	CH	3Le.&3D	1945

*(as option to Hl, Bl

Chief Components: History, literature, art, architecture, political thought, religion, philosophy.

Basic Components: History and religion.

Chief Activities: Formal lectures, discussion, written reports.

Major Objectives: To give basic preparation for college; to create an understanding of Western civilization; to correlate history and religion; to show the importance of the role of religion in history; to integrate several fields of learning.

Distinctive Features: Extensive use of source materials; lectures by specialists; use of discussion methods.

Methods of Evaluation: Objective test and essays.

Basic Texts: Syllabus and reserve readings.

Description: CD—A study of the origin and development of Christianity and its role in world affairs, integrated with a study of the history of Western Civilization. Excerpts from syllabus prefaces—The course is founded upon the assumption that the study of Man is "the proper study" . . . rests essentially on the faith that from the beginning of an academic career one must learn the art of synthesis . . . For the instructor specialization is a necessity, at least academically; for the student who is not a prospective instructor it leads to his becoming the unhappy possessor of *disjecta membra* of historical, literary, artistic, and religious information . . . One unifying principle is history . . . We believed that the framework for the course must be history . . . At the same time, believing that religion is essentially the inner force which gives and measures values, we must try to learn how the religious hopes and faiths of the Western World have directed and controlled the movement of history . . . we have used some of the *Great Books* . . . We are convinced that books which have made history and created civilizations still have the maximum effect in creating the scholar . . . Ultimately this course was born of a hope that there are American college students, who, given a chance, are willing and able to become American scholars; independent minds . . . The course meets daily and is divided into ten units (most of which are three weeks each). Each unit of the syllabus consists of a) the Lectures and b) the required readings for the colloquia, then follows 1) a brief chronological chart, 2) an essay, 3) discussion topics, and 4) lecture outlines.

Course units:

I. Origin of Man, Religion and Civilization
II. God, and the Meaning of Human Life: Hebraism
III. Man's Discovery of Man: Hellenism
IV. Man's Domination of Man: Rome and Imperialism
V. Christianity in Human History: Its Concept of Man and God
VI. Hierarchy of Man and Society: The Middle Ages
VII. Emergence of Modern Man: Renanissance and Reformation
VIII. The Emergence of Modern Mind
IX. Modern Man in Quest of Freedom and Democracy
X. Man and Society in Crisis

Outline of Unit VI:

The Lectures:

1) The End of the Ancient World: The Ceramic Invaders
2) The Carolingian Empire and its Successors
3) The Struggle of Empire and Church
4) The Impact of Islam on Christendom
5) The Social Structure of the Middle Ages
6) The Rise of Vernacular Literature
7) Medieval Views of God and of Salvation
8) The Age of Religious Art
9) Chivalry and Mysticism; Heroes and Saints

Colloquia:

1) The man who climbed the ladder of his soul—Augustine, *Confessions* I and VII
2) The feudal ideal: Loyalty—*The Song of Roland*
3) Medieval romance—*Aucassin and Nicolette,* and Hibbard *Writers of the Western World,* 453-465
4) The seven liberal arts—*Medieval Reader,* 573-610
5) The hierarchy of sins—*Inferno,* I-XVI
6) The value of suffering and punishment, *Inferno* XVI-XXXIV
7) The function and value of the cathedral—Male, *Religious Art* 61-97
   Life, *Picture History of Western Man,* 13-70
8) Foundation stones of liberty—Magna Carta
9) Collection (On the last day for each unit a quiz is given)

Excerpt from discussion topics for Unit VI, Item 4, The seven liberal arts:

1. What were the seven liberal arts? The trivium and quadrivium? Tell the meaning of the symbolism for these arts as represented on the Burrow Library.
2. What distinction does Hugo of St. Victor make between the arts and "appendages" of the arts?
3. What are his "three things necessary for study?" Dou you follow them?
4. Compare the rules of the University of Paris with those at Southwestern
5. What languages are recommended in the assigned passages? Explain what is meant by the "battle of the arts," and "ancient vs. moderns."

History: Established in 1945. Same general format retained through the years. Has grown as option course from 80 to 180 students and from 5 to 7 instructors. Exists as a result of discussion held during World War II on the subject of general education. One effort to achieve some integration in a student's learning at the freshman level.

Justification: We (and most students who take the course) look on this as one of their most valuable experiences in college.

Satisfaction: Only in a general way. Each year we find things to improve, and we meet regularly as a staff to discuss improvements and revise the syllabi.

Difficulties: Getting adequate book supply. Finding rooms large enough for sessions and equipment. Finding a method of evaluation that is not too time-consuming.

35. AUSTIN COLLEGE—Basic Integrated Studies I & II: Humanities—Dr. E. A. Johnson

*	SC	**	4	55	***	P	IV	E,WE,US	CH	Le.,4-6D	1958

*R-experimental group **24SH (to be expanded to 30) *** H,R,A,E,Ec,FP

Chief Components. History, Biblical studies, Ethics, Painting, Architecture, Music, Literature, Creative Writing, Social Science, Philosophy.

Basic Components: History-Religion

Chief Activities: Formal lectures, written reports, discussion, individual projects, directed reading.

Major Objectives: To improve grasp of inter-relatedness to knowledge; to derive social and religious implications of academic study; to develop academic initiative in students.

Distinctive Features: Lectures are used to provide general background for successive units. The reading program, written reports, and discussion periods are designed to call attention to the relevance of the material being studied.

Methods of Evaluation: Standardized tests, essay tests, visiting examiners; Program being evaluated through Hogg Foundation, Austin, Texas.

Basic Texts: Course syllabus.

Description: Humanities I. Course Outline:

Unit I. The Ancient Near East: Man's Questions Concerning God. Sept. 16-Oct. 31.
II. The Age of Greece: Man's Questions Concerning Man. Nov. 3-Dec. 19.
III. Roman Civilization: Man's Search for Order. Jan. 5-Jan. 21.
IV. The New Testament: God's Search for Man. Jan. 26-March 5.
V. Medieval Times: Man's Search for Salvation. March 8-April 23.
VI. Renaissance and Reformation: The Emerging Individual. April 26-May 14.

Schedule (excerpt)

Week I—Sept. 15
  Lecture, Orientation Lecture
  Lecture, The Rise and Meaning of Culture
 Sept. 17
  Lecture, The Communication of Culture and the Place of Symbols
  Lecture, The Civilization of Egypt
 Sept. 19
  Lecture, The Civilization of Mesopotamia
  Paper and Discussion, The Essentials of Culture

Note: On the basis of your reading of Ruth Benedict's *Patterns of Culture* and on the basis of your knowledge of the society in which you live, indicate briefly what you take to be the most important elements in any large social group. Be particularly attentive to those elements which are characteristic both of primitive and highly developed cultures. If there is any element which you take to be the one most important feature, please indicate your reason for identifying that most important element.

Week II—Sept. 22—The Cultures of the Ancient Near East
  Lecture, Beginnings of Science: Math, Astronomy, Language
  Lecture, Monuments of Art and Architecture
 Sept. 24
  Lecture, Religion in the Near East
  Lecture, The Significance of the Hebrew Religion
 Sept. 26
  Lecture, Methods of Biblical Criticism and Study
  Paper and Discussion, The Function of Myth in Society

Required Reading for Unit I
Holy Bible, RSV (With Apocrypha)
Essentials of Bible History, E. W. K. Mould

Recommended Reading for Unit I
Interpreters' Bible (Vols. 1-6) especially introductory articles
Understanding the Old Testament, H. H. Rowley
Israel: Its Life and Culture, Joseph Penderson
The Cambridge Ancient History, Vol. III
The Ancient History of the Near East, H. R. Hall
History of Ancient Civilization, Albert Trever

History: Part of experimental program in basic studies. Began in 1958 with an experimental group. This academic experiment is part of a project involving the religious program of the College, social, recreational, and academic organizations.

Justification: Undertaken in recognition of the need to make better use of student and faculty time as we are faced with the increasing demand for new and additional subject matter in the college years. Program in the Humanities is based on the assumption that an interdepartmental approach assures better coverage and emphasis upon essentials and the avoidance of overlapping. Most noticeable merit is the high morale and interest of the students involved. It has been of great value to the faculty both in stimulating interdepartmental interests and concern for teaching methods.

Satisfaction: Satisfied enough, though evaluation of program is far from complete, to make this program available to half of the freshman class in 1960-61 and to project it as a college requirement in 1961.

Difficulties: Major difficulties have been the operation of a parallel program while the regular program of the college has been going on. We have also experienced some problems as the result of excessive expectation and pressure on students.

H. *Other*

36. UNIVERSITY OF TAMPA—H400: Evaluating Current International News—Dr. J. Ryan Beiser

E	JC,SC	3SH	1	21	H	H		W	P	3Le.&D	1955

III. LANGUAGES AND LITERATURE

A. *Languages*

37. UNIVERSITY OF FLORIDA—Sh 133: Elementary Spanish —Prof. I. R. Wershaw

RG	JC	3SH	1	292	ML	ML	I		TO	3Le.,2La.	1959

Experimental design for teaching large groups in view of shortages of staff and space. Choral method in class, supporting tapes in laboratory.

Merit: Its disciplinary efficiency has, as far as can be judged to date, produced better learning.

Satisfaction: Results so far very encouraging. Reading double former amount.

Difficulties: Processing great mass of papers, a formidable burden for the instructor, despite use of teaching aide.

38. UNIVERSITY OF FLORIDA—FH 133: First-year French—Dr. Joseph Brunet

RG	JC	3SH	1	161	ML	ML	I		TO	2Le.,3La.	1959

Experimental televised project, now audio-taped, for teaching large groups in view of shortages of staff and space. Oral proficiency and comprehension seem improved. To be sequence of four semesters.

Merit: Dramatization and liveliness of presentation with support of pictures, linguistic pattern drills. Much practice in hearing and speaking.

Satisfaction: So far, so good. Can see need of shortening tapes to 30 minutes and for having live instructor take over in a planned supporting program.

Difficulties: Insufficient instructional time. Insufficient money for full experimentation. Insufficient laboratory facilities just now. Technical problems.

39. UNIVERSITY OF FLORIDA—Fle 351-52: Comparative Study of Foreign Languages—Professor M. M. Lasley

RML	JC,SC	3SH	2	190	ML	ML	I	WW	TO	3Le.&D	

40. CARSON-NEWMAN COLLEGE—311,12,13,14,15: General Language Course—Crantford and Montgomery

E	JC	1SH	5	50	M L	ML	I			3Le.&D	1942

Designed to provide ability in pronunciation for special students who do not have time to pursue an additional language, primarily a diction course for music, history, and political science students.

B. *Language and Literature*

41. UNIVERSITY OF VIRGINIA—1.01-1.02: First Year Engineering English

REngin.	JC		2	200	E	E	I	WW	TO,BC,P		1921

Chief Components: Grammar, logic, literature.

Chief Activities: Logical analysis, periodical and scientific writing. Each student writes about 80 papers and speaks before the class from ten to fifteen times in the course of the freshman and senior course (q.v.).

Major Objectives: To develop an insight into the importance of communication; improve ability to communicate through writing, reading, speaking, listening; experience the kinds of insights which great literature is able to communicate; achieve a critical attitude toward both the grounds and methods men use to support their views. To have the student develop through practice his ability to analyze his own writing and that of others in grammatical, logical, rhetorical, and poetical terms; learn through practice to abstract and analyze the idea from the writings of others.

Methods of Evaluation: Work evaluated in terms of adequacy, correctness of content, appropriateness or organization, and clarity of style.

Basic Texts:

McClintock, *Releases in English* 1.01-.02
Smart. *Review Grammar*
Copi. *Introduction to Logic*
Dictionary
Aristotle. *Rhetoric*
Jonson. *Volpone*
Rostand. *Cyrano de Bergerac*
Miller. *Death of a Salesman*
Melville. *Moby Dick*
Perrin. *Sound and Sense*
Salinger. *Catcher in the Rye*

Description: Review of parts of speech, grammatical analysis; logic and language. Assignments for second semester, Feb.-Mar.: Logical analysis: Objectives, terminology, semi-technical paper (2,000 words), quantity, quality, distribution; tradition square of opposition and immediate inferences on traditional square; existential import; Boolian square of opposition; conversion, obversion, and contraposition; Venn's diagrams; exercises; illustrations of formal fallacies; translating ordinary language into categorical propositions, reducing terms, problems of quality in translating ordinary language; enthymemes; sorties; examination.

Mar.-April: appr. 26 sessions on *The Rhetoric* of Aristotle and related concerns.

April-May: Poetry analysis—theory of poetic form, assignment of 1500 word literary paper; rhythm and history, poetic tradition and cultural background. Illustrations from *Moby Dick, Cyrano,* Marvell's, "To His Coy Mistress;" Imagery and metaphor, types of imagery; poetry and logic, class analysis of the argument. Browning, "My Last Duchess;" poetry and logic, analysis of "The Trees in the Garden;" assignment of analysis #1 (logic), Shakespeare, "That Time of Year . . .;" poetry and rhetoric, Marvell's "To His Coy Mistress," Assignment of analysis #2 (rhetoric), Shakespeare, "That Time of Year . . ." poetry and logic, panel discussion; poetry and rhetoric, analysis of *Cyrano,* assignment of analysis #3 (rhetoric) MacLeish, "A Poet Speaks from the Gallery." Analysis of total structure and meaning. Illustration "Western Wind." Structural analysis of Keats, "To Autumn." Assignment of analysis #4 (structure and meaning), Shakespeare, "That Time of Year . . ." Structural analysis of Frost, "Stopping by Woods on a Snowy Evening." Meaning of *Moby Dick.* Structural analysis of Hopkins, "Pied Beauty." Paper due. What is a poem? The limits of analysis.

Analysis of communication through the structure of language (grammar), the structure of ideas (logic), appeals to the audience (rhetoric), and the quality of experience (poetic) provides basic techniques which can be applied to all undergraduate work.

Comment of Provost Vaughan on offerings: . . . the principal distinction is that it shows how an engineering school can, if it wishes, completely integrate a humanities program into its curriculum and how engineering professors can, through their attitude and participation, make the humanities come alive for undergraduates. Our two courses are only the beginning and end for a whole sequence of experiences which embrace the staff and facilities of the entire university . . . In reality the course descriptions tell only a small part of the story because it is the spirit in which all of this is done that really counts. We make every effort to impress upon the student that both humanities and science are interrelated and necessary for him as he attempts to play his part as a citizen and professional man in the world today.

Extent of Satisfaction with Activity: We believe we have a set of fundamental elements which can be used for analyzing writing. Though these cannot be called exhaustive of the possibilities, there is a completeness of approach.

Chief Difficulties Associated with Activity: It is difficult, at first, to orient students to the broad approach and to introduce them to the "new picture" of correlation and analysis of all their study. Accustomed to piecemeal courses, they discover only slowly that all knowledge is related and that they have not reflected upon the meaning of what they have learned.

42. UNIVERSITY OF VIRGINIA—E1.21-1.22: Fourth Year Engineering English

REngin.	SC		2	80	E	E	I	WW	TO,P,T,	Le.,D	1936

Chief Components: Thesis project and Western World literature.

Chief Activities: Writing and critical analysis of major works.

Basic Component: Research and and writing project, masterpieces of literature.

Major Objectives: To have the student consider the influence of theological, scientific, philosophical, and political ideas on him and his relations with others as expressed in these disciplines; to perceive the complexity and the individuality of each instance of communication, professional and otherwise: to examine his specialty in relation to other disciplines; to discover the wealth of source material available to help him solve his problems; consider the relations he can expect as employee, trainee, or in whatever status he can reach; examine in depth some important idea he wishes to explore; consider the problems of adapting material for a specific audience.

Basic Texts:

Vaughan and McClintock. *Releases in English* 1.21-1.22
Parke. *Guide to the Literature of Mathematics and Physics*
Hamilton. *Mythology* Aeschylus. Oresteia;
Sophocles. *Three Tragedies*
Plato. *Last Days of Socrates*
The Four Gospels
Republic.
Dante. *Purgatorio*

Description: Schedule for first semester:

Purpose and scope of course; professional and human problems
Documentation: Facts and judgments
Mythology
Bibliographic approach: assembled and unassembled sources; primary vs. secondary
University: people, libraries, laboratories
Odyssey
Library resources—literature search
Journal literature
Odyssey—panel discussion
Journal survey report
Unassembled sources: letters, files, memoranda, interviews
Greeks from Homer to Alexander
Interviews—formal and informal for information
Thesis topics
Agamemnon
Employment investigation, self-analysis, letter of application
Company survey
Libations Bearers and *Eumenides*
Class discussion of journal surveys. Critique
Class review of letters of application
Oedipus the King
Organization of information for audience
Uses of reports and papers; adaptation; the oral report
Oedipus at Colonus
Thesis topic review
Antigone
Lysistrata
Thesis outline
Knowledge and responsibility—communication and management

Apology
Apology—panel
Crito-Phaedo
Republic, VII
Gospel of Matthew—Liturgy and drama
Gospel of Matthew—Parables
Gospel of Matthew—Ethnical value
Gospel of Matthew—Faith and belief
Dante-*Purgatorio*
Communication problems
Communication theory
Communication patterns
Review

In second semester students continue rigorous writing disciplines and complete thesis. They also investigate three areas of human concern as represented in the reading below:

I. Politics
  Machiavelli. *The Prince*
  Shaw. *Caesar and Cleopatra*
  Shakespeare. *Antony and Cleopatra,*
    The Tempest
  Jefferson. *Selected Writings*
  Hamilton, Jay, Madison. *Federalist Papers*
  Warren. *At Heavens Gate*

II. Education
  Yourcenar. *Hadrian's Memoirs*
  Shakespeare. *Hamlet*
  Carroll. *Alice in Wonderland*

III. Theology
  Tillich. *Courage To Be*
  Faulkner. *Light in August*
  Buber. *Selected Writings*
  Eliot. *Four Quartets*
    Murder in the Cathedral
  Jung. *The Undiscovered Self*
  Auden. *Selected poems*

Major writing assignments:

Thesis project:

Represents about one third of work done in student's senior year. Not simply "an English paper" but one which must stand the careful examination of a specialist in the field. Term "thesis" used in full academic and professional sense of term—a proposition advanced to be proved.

Literary analysis:

Five hundred word pledged analysis of each assigned literary work is due on the day that work is listed for class discussion.

Justification and Principal Merit: Justified as an attempt to make a meaningful synthesis of individual disciplines at the point of graduation. Justification most apparent in effects reported by alumni who suddenly begin to see their problems in a new light and attribute the beginning of their new point of view to work in this course. Graduates have earned the reputation of writing well. Evaluation of the approach and general point of view has depended upon questionnaires to alumni and the informal approach of alumni suggestions, plus discussion with educators from other universities.

Chief Difficulties Associated With Activity: We find that new staff members, both in the humanities and engineering, are well trained in their special fields but have difficulty in realizing that authentic conversation about knowledge requires something more than proficiency in one area. Sometimes the younger staff men are shy about venturing into the vast and untouched fields which they must become acquainted with. When they catch on, however, they discover they have much to contribute.

C. *Literature*

(1) Types

43. GEORGE PEABODY COLLEGE—GE301: Literature in the Humanities—Warren I. Titus

RG	SC	4QH	1	270	E	E	I	WW	T	2Le.,2D	1953

Chief Components: Literature and history.

Chief Activities: Informal lectures, discussions, oral reports, written reports. Essentially a reading course.

Basic Component: Literature.

Major Objectives: 1. To develop an understanding of the forms of literature. 2. To develop an understanding of the ethical content. 3. To develop an understanding of aesthetic values in the literature. 4. To develop critical capacity.

Most Distinctive Features: Reading and small group discussion.

Methods of Evaluation: Objective tests, essay tests.

Basic Texts:
Pocket Book of Great Verse
The Odyssey
Five Famous Greek Dramas
Lives of the Noble Greeks and Romans

Pocket Book of Short Stories
Crime and Punishment

Description: One of three units in the humanities sequence, a series which seeks to assist the student in the development of his appreciative and critical faculties in literature and the arts and to introduce him to some of man's enduring religious and ethical concepts. The course, GE301, is not a survey of any national literature; it is not a complete examination of any single type of literature. It is an introduction to the several types of imaginative literature (or belles-lettres) through extended readings in classic examples of the types.

Tentative schedule:

First week: Lyric poetry
Second week: Lyric poetry
Third week: Narrative poetry (ballads, dramatic monologue)
Fourth week: Narrative poetry (the epic)
Fifth week: Drama—*Oedipus the King* and *Antigone*
Sixth week: Drama—*Medea*
Seventh week: Biography, autobiography, history
Eighth week: Fiction (the short story)
Ninth week: Fiction (the novel)
Tenth week: Fiction (the novel)
Eleventh week: Oral book reviews

In addition to the regular readings for class discussion, each student is required to read one major work, a genuine classic, on which he makes an oral or written report.

This unit is the first of three which make up the 12-hour required humanities sequence at the College. The series comprises:

Literature in the Humanities	4QH
Music and Art in the Humanities	4QH
Philosophy and Religion in the Humanities	4QH

History of Activity: Inaugurated in 1953. Established in present form in 1954.

Justification and Principal Merit: To fulfill the requirements in humanistic values for a sound general education—especially designed for the student who will not major in one of the humanistic disciplines. Introduces all Peabody students to imaginative literature in a somewhat broader context than the traditional English and American literature surveys. For the most part it deals with materials that are entirely new to the student.

Extent of Satisfaction with Activity: Pretty well satisfied that the course does all it can do in one quarter.

Chief Difficulties Associated with Activity: Lack of time to cover material we would like to include. Large enrollments prevent much individual work. Not adequately articulated with the two other units in humanities sequence. Lack of space for some aspects of work.

(2) Periods

44. UNIVERSITY OF KENTUCKY—A,B,C: Humanities—Geo. K. Brady

2of3R	JC	2SH	8	1520	AL,ML,P,E	E	I	WW	T,P,BC	2or3D	1948

Chief Components: Masterpieces of literature (selections).

Chief Activities: Lectures, discussions, written reports.

Major Objectives: To introduce the students to basic viewpoints of Western man.

Basic Texts: Hibbard. *Writers of the Western World.*

Description: CD-A. Classicism: Graeco-Roman; Modern European. (2) Lecture and required reading from representative works. Typical of the writers to be considered are Plato, Aristotle, Descartes, Lessing, Goethe.

Outline of Humanities

A. Organization, classical outlook, the Greek temper, classical outlook in Homer, origins of classical drama, *Agamemnon, Antigone* or *Medea, Medea* or *Frogs, Republic* (selections), *Phaedo,* Aristotle, *Physics* (selections), Roman temper and characteristics, Lucretius, Horace, *Aeneid* (selections), Marcus Aurelius, Lucian, entrance of Christian tradition into European culture, St. Augustine, Descartes, Moliere, Racine, Voltaire, Pope, Swift.

B. The Renaissance: Romanticism

C. Realism and Naturalism: The Contemporary

Humanities A,B, and C are elements in an eight unit program which includes, besides these:

D. Art: The Renaissance to the Present (2)

E. Music: The Renaissance to the Present (2)

F. Aspects of Oriental Culture (2)

G. Aspects of Middle Eastern Culture (2)

100a,b: Seminar: Studies in the Humanities (2 ea.) Intensive study of an area involving the several humanistic disciplines.

Work in the Humanities has not been organized into a distinct department, but a faculty of instructors interested in the humanistic approach to literature, philosophy, and the fine arts has been assembled from the related departments.

Justification and Principal Merit: Since many students leave college by end of the sophomore year, these courses were planned to give some general cultural training before the great exodus takes place. At first freshmen were admitted, but too many failed. The series does offer students some grasp of cultural matters in programs otherwise highly commercial or specialized. Many of our better students take more than the required number of units.

Extent of Satisfaction with Activity: It appears to be filling its purpose satisfactorily, even if not quite ideally.

Chief Difficulties Associated with Activity: Getting teachers adequately trained to present the material. Highly trained specialists frequently don't fit into the program, and pressure for more sections sometimes forces unwilling specialists to participate in program.

(3) General

45. ARKANSAS STATE COLLEGE—E253-63: World of Literature, Philosophy, and Religion—O. F. White

RG*	JC	3SG	2	377	L&L	L&L	I	WW	BC	3Le.&D	1954

*except Agri.

46. NORTH GEORGIA COLLEGE—E201-2: Humanities—C. J. Dismukes

RG	SC	5QH	2				III	WE	CH	5Le.	1939

47. OGLETHORPE UNIVERSITY—H314,15,16: Modern Literature—Mrs. D. C. Agnew

E	SC	4QH	3	18	*	Same		Eng.,&US	T	1Le.,&D	1944

*Human Understanding

48. STEPHEN F. AUSTIN COLLEGE—E561: Philosophical Ideas in Literature—T. J. Kallsen

E	G	3SH	1		E	E	I	WW	CH,BC	3Le.	1930

49. TEXAS WOMAN'S UNIVERSITY—E311: Current Literature—Autrey N. Wiley

E	SC	1SH	2	50	E	E	II	E	TO	1Le.&D	1953

50. TULANE UNIVERSITY—GS303-4: General Literature—Professor Russel M. Geer

R*	SC	3SH	2	50	Cl,F	Cl	I	G&R,WE	T&BC	3Le.&D	ca.1948

*as one of four option courses

51. UNIVERSITY OF DELAWARE—ML300: Continental Literature in Translation—Elizabeth E. Bohning

E	SC	1-9SH	3	8	ML	ML		WE	CE		1958

(4) Seminars

52. CENTENARY COLLEGE—CL321-22: Comparative Literature—E. L. Ford

RG	SC	3SH	2	14	ML	ML	I	W	T,P	2Le.,1D	1952

53. CENTENARY COLLEGE—E407: English Seminar—John R. Willingham

RE	SC	3SH	1	12	E	E	I	E&US	T,P	1D	ca.1953

54. SPRING HILL COLLEGE—En199: Special Problems in English—J. F. Murray, S. J.

RE	SC	3SH	1	32	E	E	II	E	P	2Le.,1D	1957

Designed to give English majors substantial preparation for graduate school.

(5) Literature for Engineers

55. GEORGIA INSTITUTE OF TECHNOLOGY—E201,2,3: Survey of the Humanities—A. J. Walker

RG	JC	3QH	3	478	E	E	I	WW	CE	3Le.&D	1936

Chief Components: Literature (broadly interpreted)

Chief Activities: Lectures, discussion, written reports.

Major Objectives: 1. To acquaint the student with world figures. 2. To acquaint him with the ideas and problems of mankind. 3. To stimulate him to read on his own.

Most Distinctive Features: Possibly the emphasis on ideas or possibly the freedom allowed each instructor to discover with his students the value in the great works of the past.

Methods of Evaluation: Essay tests made and graded by the individual instructors.

Basic Texts:

E201: *The Odyssey, Great Dialogues of Plato, Hellas, The Oedipus Cycle, Mythology*

E202: *The Shaping of the Modern Mind, The Canterbury Tales, The Inferno, Medieval Romances, Five Plays of Shakespeare, Candide*

E203: *Shaping of Modern Mind,* Ibsen; *Six Plays, Arrowsmith, Intruder in the Dust, Darkness at Noon, Pyg-*

malion, Saint Joan, Passage to India, Short Stories, Bread and Wine

Description:

CD-E201: The contributions of several Greek writers to European culture
E202: The influence of the literature of the Middle Ages and the Renaissance upon modern thought
E203: Human problems presented in novels and the drama

Course outline for E302:

Week I. Introduction to Course
II. Brinton, 106-128—The Agents and Faith of the Enlightenment
St. Joan
St. Joan
III. St. Joan
Brinton, 128-144—The Program of the Enlightenment
Brinton, 144-176—The Victorian Compromise
IV. *A Doll's House*
Same
Same
V. Discussion of first novel assigned
Quiz
Brinton, 177-199—Attacks from the Right
VI. Rosmersholmoor Ghosts
Same
Brinton, 199-226
VII. Second Novel
Same
Same
VIII. *Pygmalion*
Same
An Enemy of the People
IX. Same
Same
Brinton, 226-261—Contemporary Anti-Intellectualism
X. *Intruder in the Dust* or *Passage to India*
Same
Same
XI. Final examination

History of Activity: The Survey of the Humanities established in University System of Georgia about 1936. In its beginning included literature, sculpture, architecture, painting, music, and city planning. Objective tests, prepared and administered by University System Committee, used for all schools, gradually abandoned. As the schools were left free to arrange their own courses, the course here became a course in world literature. It has remained so, since we do not have departments of music and art.

Justification and Principal Merit: The course exists to acquaint the student with the great ideas which have shaped western thinking and to introduce him to some of the great figures of literature. Although not chronological, it does enable the student to see some of the changing patterns of thought and to give him a background for the world in which he lives. Its principal merit is its freshness and emphasis on ideas. The discovery by the students that the great writers wrote because they had something to say and that what they had to say is still challenging creates a response which was lacking when we taught a survey of English literature. I think the course is successful. There is not one of us who made the transition from English literature to world literature who would willingly return.

Extent of Satisfaction with Activity: I believe that we have a good course, although I am tempted to wish that we might introduce them to other areas than literature.

Chief Difficulties Associated with Activity: My chief difficulty is in securing people who are adequately trained to teach courses in world literature. As a teacher, I am constantly frustrated because I must deal at such a low level with the great works of the past. Naturally we are all frustrated by the fact that we are limited to three hours a week.

56. AUBURN UNIVERSITY—E108: Classical Literature—W. R. Patrick

•	JC	5QH	1	750	E	E	I	G,R,E	CH	5D&Le.	1958

•REngin., Arch., Pharm.

Difficulties: Some students have to be "sold" on the importtance of such a course. Insufficient visual aids and materials for such a large group. The course requires teachers who are very skillful in arousing and holding student interest, and no department has an adequate supply of such teachers.

57. MISSISSIPPI STATE UNIVERSITY—En573-673: World Literary Heritage—Herbert Drennon

REd	SC	3SH	2	499	E	E	I	WE&US	CH,BC	Le.	1938

Objectives:

1. To show how a basic concept such as the State vs. the Individual is always with us.

2. To show how the Greek thought and tradition are very much a part of our culture.
3. To show the spiritual kinship between modern man and the ancients.
4. To show the derivative elements in our culture in America.
5. To develop an appreciative attitude toward good literature.

Chief Difficulty. Finding teachers who really got a good education while they were "majoring in English." We prefer teachers who know a good bit about formal philosophy, who understand what part science plays in modern society, and who know how to weigh and measure literary values.

(6) T-V

58. UNIVERSITY OF CHATTANOOGA—TV228: Children's Literature—Dorothy H. Ward

REE	SC	2SH	1	9	D&S	same	I	WW	T,CH	2Le.&D	1959

D. *Great Books*

(1) Freshman and Sophomore

59. EMORY UNIVERSITY—Hum. 101,2,3; Hum. 191,2,3: Freshman Humanities Sequence, Sophomore Humanities Sequence —James M. Smith, *et al.*

E	JC	*	3	RL	RL	I	WW	CH	Weekly 1½hr	D	**

*5QH for year **Soph. 1952, Fresh. 1957

Chief Components: Literature, philosophy

Chief Activities: Wholly discussion

Basic Component: Literature

Language Activity: None

Major Objectives: 1. To acquaint the student with significant documents in Western thought. 2. To teach students to read with greater understanding. 3. To acquaint students with the abiding problems in the human situation. 4. To aid students in developing the ability to discuss intelligently. 5. To equip the students with basic critical apparatus.

Most Distinctive Features: Both elective and selective. Open only to superior students. Excellent motivation of students. Small group meetings (10) with same instructor throughout year.

Methods of Evaluation: Each student takes a half-hour oral conducted by two instructors at end of each quarter. Papers are required in freshman sequence.

Basic Texts: See below

Description: Hum. 101-2-3: Instituted in 1957 for one section of 15 students who had received an enriched secondary education under the auspices of the Ford Foundation. Multiple sections opened to gifted freshmen in 1958. Since a humanities course is not so much designed to "cover" a given field as to teach the student how to understand and evaluate work of reflection and imagination, this course is intended to give him a first encounter with close reading. Because the average student's interests are drawn toward the more recent period, the last hundred years have been chosen for study. During the first two quarters, the student will be asked to read closely a number of short novels, from 50 to 150 pages. The sequence will be roughly chronological. The texts are discussed in detail, round-table fashion, with special emphasis on content and technique. Longer works are read in the third quarter.

Readings:

Fall: Gogal, *The Overcoat;* Flaubert, *A Simple Heart;* Dostoevsky, *The Eternal Husband;* Turgenev, *First Love;* Tolstoi, *Hadjimurad* and *The Death of Ivan Ilyitch;* Chehkov, *Ward Number Six;* Melville, *Benito Cereno* and *Billy Budd;* James, *The Aspern Papers,* and *The Turn of the Screw.*

Winter: Conrad, *The Nigger and the Narcissus;* Gide, *The Immoralist;* Mann, *Tonio Kroger, Mario and the Magician,* and *Death in Venice;* Lawrence, *The Fox;* Camus, *The Stranger;* Lagerkvist, *Barabbas;* Pavese, *The Moon and the Bonfires;* Faulkner, *The Bear;* Porter, *Noon Wine and Old Mortality.*

Spring: Tolstoi, *Anna Karenina;* Dostoevsky, *The Brothers Karamazov;* Mann, *The Magic Mountain;* Forster, *A Passage to India.*

Hum. 191,92,93: Instituted 1952. Classes meet in small groups (10) once a week for an hour and a half to discuss under the guidance of a faculty member significant books in the Western cultural tradition. We stress what each work has to say in itself. We discourage recourse to secondary works. The course has been received enthusiastically. One of the most important elements contributing to this is the sense of prestige that is felt in the group, since their participation in this program manifests their academic achievement.

Readings:

Fall: *Book of Job; Promethus Bound; The Iliad; Antigone* and *Aedipus Rex; Alcestis* and *Hippolytus; Poetics; Euthyphro,* *Apology*, and *Crito; The Aeneid; The Nature of the Universe;* Aurelius, *Meditations; The Confessions of St. Augustine.*

Winter: *Tristan and Iseult; The Inferno;* Chaucer, *Troilus and Cressida; The Prince; Gargantua and Pantagruel;* Montaigne, *Essays;* Marlowe, *Dr. Faustus* and *The Jew of Malta;* Jonson, *Volpone;* one play of Shakespeare; Pascal, *Pensees;* Moliere, *The Misanthrope* and *Tartuffe.*

Spring: *Candide; Faust,* Pt. I; *Madame Bovary; A Doll's House* and *The Master Builder; Three Sisters* and *The Cherry Orchard;* Dostoevski, *Notes from the Underground;* Joyce, *The Dubliners;* Conrad, *Heart of Darkness* and *The Secret Sharer;* Kafka, *The Judgment, In a Penal Colony, The Metamorphosis,* and *The Great Wall of China;* Faulkner, *As I Lay Dying.*

Extent of Satisfaction with Activity. Feel that project has been a success.

Chief Difficulties Associated with Activity. Staffing. Faculty participation in these programs is largely voluntary.

60. DAVIDSON COLLEGE—E13-14: Humanities (Selections from Literature of the Western World)—Henry T. Lilly

E*	JC	3SH	2	15	E	E	III	WE&US	BC	3Le.&D	1955

*for freshmen with highest rank

Objectives:

1. To analyze the effects of the search for honor in various literatures.
2. To make an analysis of the varieties of love in various literatures.
3. To make an analysis of the concepts of evil in various literatures.
4. To make an analysis of the concepts of divine justice.
5. To make an analysis of the concepts of human justice.

Participants include professors from Greek, Latin, History, Music, Psychology, Philosophy.

Reading for Hum. 13:

The Iliad; The Odyssey; The Aeneid; Troilus and Criseyde; Don Quixote; Man and Superman; Romeo and Juliet; Faust, Pt. I; *Of Human Bondage; Absalom, Absalom.*

Reading for Hum. 14:

Oedipus Rex, Antigone, Agamemnon, Alcestis, Medea; Apology, Crito, and *Phaedo; The Republic; Crime and Punishment; The Divine Comedy; The Return of the Native;*

Candide; Moby Dick; The Grapes of Wrath; 1984; Brave New World; Brave New World Revisited.

Only fifteen of 260 Freshmen are selected for this study. We felt that the most brilliant students were able to do work of a more difficult and challenging type.

So satisfied we are hoping to institute a class for upperclassmen.

Our system calls for various professors to teach this course in rotation for a period of two years. I think that the consensus now is that the period of teaching should be three or four years. The teachers have found out that this particular course demands AN ENORMOUS AMOUNT OF STUDY and such a course as this one takes years and years to spend in assiduous and energetic and unremitting preparation. The men in our Department have done their graduate work mainly in English and American literature, and, while most of them have done much study in the Classics, this particular course demands a tremendous amount of study.

61. FISK UNIVERSITY—H31-32: Ideas and Attitudes in Literature—Bernard Spivack

RG	JC	4SH	3	2	130	E&P	I	WW	CH,P,BC	3D	1951

The books belong to "the literature of power" and offer the student a flexible experience with sentiments and attitudes that are richly expressed and relatively profound. Under such auspices, class meetings become an opportunity for what the student can say as well as for what the instructor can tell him.

Satisfied: Reasonably satisfied while remaining increasingly critical.

Difficulties: Staffing the program with teachers who are intellectually alive.

62. MARY BALDWIN COLLEGE—Independent Reading Program—Marshall Brice

RG	JC	None	None	360		E		WE&US		None	1958

Program supervised by general committee. No instructors as such, but each book has a sponsor. Fifteen books are required of each freshman and each sophomore. These are grouped into three groups, on which each student takes an oral or written examination at set points in his freshman and sophomore years. Purpose: to assure an acquaintance on the part of juniors with items from the great literature of the Western world; to develop the skill of reading critically and in depth; to lead students into the world of books beyond those on required lists.

Reading List:

Group A: *The Iliad, Cyrano de Bergerac, The Hunchback of Notre Dame, Pilgrim's Progress, The Story of Philosophy.*

Group B: *The Aeneid, Faust,* Pt. I, *Alice's Adventures in Wonderland, The Scarlet Letter,* Toynbee, *Civilization on Trial.*

Group C: *The Inferno, The Oresteian Trilogy, The Brothers Karamazov, Gulliver's Travels, The Origin of Species.*

63. MISSISSIPPI STATE UNIVERSITY—En 372: U. S. Literary Heritage—Robert Holland

REngin.	JC	3SH	1	180	E	E	I	US	CH	3Le.	1959

(2) Senior College

64. EMORY UNIVERSITY—H291-92-93: The Humanities Colloquia—J. M. Conant

RHum.	SC	31	3QH	3	15	Cl	Cl	WW	CH	1D	1950

65. HENDRIX COLLEGE—H413: Great Books of World Literature—Walter A. Moffatt

RLit.&P	SC	3SH	1	18	E	E	I	WE	CE	3D	1950

66. ROANOKE COLLEGE—The Reading Course—James A. Rikard

RG	SC	3SH	2	110	P	P	I	WE	CH&P	3D	1948

Readings:

The Republic, Ion, Meno, Symposium, Apology, Phaedo; Prometheus Bound; Oedipus Rex and *Antigone; Alcestis* and *Medea;* Aristotle, *Selections from Physics, Metaphysics, Ethics, Politics, Poetics;* Augustine and Boethius, *Selections; The Prince; Novum Organum; Leviathon;* Locke, *Second Treatise on Government,* Selections from *Essay Concerning Human Understanding; Principles of Human Knowledge;* Hume, *Dialogues Concerning Natural Religion;* Bentham, *Selections;* Mill, *Utilitarianism and On Liberty; Communist Manifesto;* Freud, *General Introduction to Psychoanalysis.*

67. STATE COLLEGE OF AGRICULTURE AND ENGINEERING (NC)—E205: Reading for Discovery—F. H. Moore

REngin.	SC	3SH	1	600	E	E	I	WW	CH	3Le.	1950

Appears to be definitely an improvement on the earlier "Introduction to Literature" offering.

68. TRINITY UNIVERSITY—H342,43,44,45: Guided Reading in the Great Books—Charles Heimsath

RHum.	SC	3SH	4	26	Hum.	Hum.	I	WW	BC&TO	1D	1942

The course is organized into four semester projects (covering a period of two years) upon the following themes: Destiny, Satire, Freedom, Evil. The courses are not "popular," but they attract excellent students in sufficient numbers.

Reading List for Humanities 343(1959): Five comedies of Aristophanes; *Tales of Chaucer; The Praise of Folly; Gargantua and Pantagruel; Don Quixote; Plays of Moliere; Gulliver's Travels;* Three plays of Shaw; Lewis. *Babbitt.*

69. UNIVERSITY OF DELAWARE—AMS201-3: American Studies—Charles H. Bohner

RAS	SC	3SH	2	77	E	E	III	US	BC,P	3Le.&D	1958

Principal purpose: To try to discover what is unique about American civilization and what major original contributions America has made to Western civilization.

Readings for 201:

Franklin, *The Autobiography and Other Writings; Walden;* James, *The American;* Veblen, *Theory of the Leisure Class;* London, *Martin Eden;* Slocum, *Sailing Alone Around the World;* Salinger, *The Catcher in the Rye;* Miller, *Death of a Salesman.*

Readings for 202:

Steffens, *Autobiography;* Mumford, *The Brown Decades;* Miller, *American Thought;* Crane, *The Red Badge of Courage;* Freud, *Civilization and its Discontents;* Hemingway, *A Farewell to Arms;* Williams, *A Streetcar Named Desire;* Krutch, *The Modern Temper;* Fitzgerald, *The Great Gatsby.*

70. VANDERBILT UNIVERSITY—English Senior Seminar—Randall Stewart

RE	SC	3SH	1	75	E	E	I	Eng.&US		D	1959

Reading for 1959-60:

Troilus and Criseyde; Hamlet; Samson Agonistes; Dryden, *Aureng-Zebe; Tom Jones; Manfred; Prometheus Unbound; Middlemarch; Mayor of Casterbridge; Nostromo; The Beast in the Jungle; Heartbreak House; Absalom, Absalom; Tender is the Night.*

Intended to give the student an active part in his own education.

(3) Senior College and Graduate

71. FISK UNIVERSITY—H41-42-43-44: Great Books—Bernard Spivack

E	SC,G	3SH	4	40	E	E	I	WW	CH	3Le.&D	1952

72. UNIVERSITY OF ARKANSAS—WM329.3: Classics of Asia —A. H. Carter

E	SC,G	3SH	1	20	WL	WL	III	E	BC	3D	1959

"One of the most rewarding experiences I have undertaken."

Justification: I believe that one world is better than none, and if we're to have one world, we'd jolly well better know more about it than just the Western fraction.

Basic Texts:

Bhagavad-Gita, Tale of Genji, The Koran, The Arabian Nights, Lao Tzu's Way of Life, Famous Chinese Stories, Teachings of the Buddha, Literatures of the East, Three Ways of Thought in Ancient China, The Dead Sea Scriptures in English Translation, The Sayings of Confucius, Zen Buddhism, An Introduction to Haiku, The Living Talmud, A Treasury of Asian Literature, The No Plays of Japan, Dream of the Red Chaucer, Rashomon and Other Stories, Monkey.

73. UNIVERSITY OF LOUISVILLE—H481-84: Study of Great Books—Ernest Hassold

E	SC,G	3SH	4		ML,E	Hum.	I	WW	CE	3Le.&D	

(4) Four-Year Projects

74. RANDOLPH-MACON COLLEGE—Dean W. A. Mabry

Required of all students. Designed to encourage the development of critical reading and the evaluation of books and a habit of serious reading.

Freshmen and sophomores are required to read one book related to each semester course being taken. A record is kept of each book read. Juniors and seniors in a given year read the same three books. Normally one of these is in science, one in literature, one in social science. In addition, juniors are required to read one book from a list provided by the Division of the Arts. Tests are given on the junior-senior reading.

The completion of the reading program is one requirement for graduation.

Junior-senior books for 1959-60:

Darwin. *The Voyage of the Eagle*

Virgil. *The Aeneid*
Dean. *The Nature of the Non-Western World*

1960-61:

Kennan. *American Diplomacy*, 1900-1950
Chute. *Shakespeare of London*
Krutch. *Human Nature and the Human Condition*

The special reading program for all students was made a part of the revised curriculum in 1946. It has been modified several times subsequently. Now under study.

75. ST. JOHN'S COLLEGE—Great Books Program

Program non-elective. Offers no "majors." All students follow single course built around the reading and seminar discussion of a representative list of significant books and documents in Western civilization. This supplemented by daily tutorials in language and mathematics, by rigorous laboratory work in science, by weekly formal lectures, and by basic work in music.

The aim of such direct contact with the great minds of the West is to develop free and rational men with an understanding of the basic unity of knowledge, and appreciation of our common cultural heritage, and consciousness of social and moral obligations. St. John's College considers such men best equipped to master the specific skills of any vocation and to become mature, competent, and responsible citizens. Specifically, the College hopes that each student will achieve a measure of progress toward three objectives: (1) familiarity with his Western heritage, (2) the acquisition of the liberal arts or skills of thinking, analyzing, defining, choosing, demonstrating, imagining, and the like, and (3) the attainment of certain understandings or, to put it another way, the development of a philosophy of life.

The heart of the curriculum is the semi-weekly seminar of twenty students under the co-leadership of two or three tutors. Here the so-called Great Books are read and discussed over the entire four-year period. These books are chosen because they raise the persistent and humanly unanswerable questions of man's existence, because they are susceptible to differing interpretations, because they are themselves examples of the liberal arts, and, in many cases of the fine arts as well. They constitute a continuing conversation which began with the Greek and continues in the St. John's classrooms. The books are generally read in chronological order without specific regard to subject matter.

The tutorials are small groups of approximately a dozen students each meeting with a tutor four days of each week. They are intended to inculcate in the students habits of more methodical and rigorous study. The language tutorial serves the useful purpose as well as supporting seminar discussion through more careful analysis of fine example of prose and poetry.

Throughout the program there is relatively little emphasis upon examinations and grades. A fairly rigorous set of written and oral examinations do occur at the end of the sophomore year. For the most part examinations are oral and fall at the end of each semester. A senior thesis, which must be defended by the student in an hour-long public examination, is required of each student.

A List of the Great Books (from the 1960 Catalogue):

Note: Books read only in part are indicated by an asterisk.

Homer: *Iliad, Odyssey*
Herodotus: *History**
Aeschylus: *Agamemnon, Choephoroe, Eumenides, Prometheus Bound*
Sophocles: *Oedipus Rex, Oedipus at Colonus, Antigone*
Euripides: *Hippolytus, Medea*
Aristophanes: *Clouds, Birds*
Hippocrates: *Airs, Waters, and Places; Ancient Medicine; Oath; Sacred Disease*
Plato: *Ion, Gorgias, Meno, Republic, Apology, Crito, Phaedo, Symposium, Parmenides,** *Theaetetus, Sophist, Timaeus, Phaedrus*
Thucydides: *History of the Peloponnesian War*
Aristotle: *Generation of Animals,** *On the Soul,** *Physics* II, III, IV, VIII, *Metaphysics* I,* V,* VI, VII,* *Nicomachean Ethics,** *Politics,** *Organon**
Euclid: *Elements*
Archimedes: *Selected Works**
Apollonius: *Conics* I-III
Lucretius: *On the Nature of Things*
Virgil: *Aeneid*
*The Bible**
Epictetus: *Discourses,** *Manual*
Tacitus: *Annals*
Plutarch: *Lives**
Nicomachus: *Arithmetic**
Ptolemy: *Almagest**
Galen: *On the Natural Faculties*
Plotinus: *Fifth Ennead*
Augustine: *Confessions, The City of God**
Anselm: *Proslogium*

Thomas Aquinas: *Summa Theologica**
Dante: *The Divine Comedy, De Monarchia*
Chaucer: *Canterbury Tales,** *Troilus and Cressida*
Pico della Mirandola: *On the Dignity of Man*
Rabelais: *Gargantua and Pantagruel**
Machiavelli: *The Prince, Discourses**
Luther: *Commentary on the Epistle to the Galatians**
Calvin: *Institutes**
Copernicus: *On the Revolution of the Spheres**
Montaigne: *Essays**
Bacon: *Novum Organum*
Gilbert: *On the Magnet**
Kepler: *Epitome of Copernican Astronomy* IV, V
Donne: *Poems**
Shakespeare: *Richard II, Henry IV,* Parts 1 and 2, *As You Like It, Twelfth Night, Othello, Hamlet, Macbeth, King Lear, Tempest*
Cervantes: *Don Quixote*
Harvey: *Motion of the Heart and Blood*
Galileo: *The Two New Sciences**
Descartes: *Rules for the Direction of the Mind,** *Discourse on Method, Geometry,** *Meditations*
Hobbes: *Leviathan**
Spinoza: *Theological-Political Treatise, Ethics**
Milton: *Paradise Lost,** *Samson Agonistes*
Pascal: *Pensées**
Racine: *Phèdre*
La Fontaine: *Fables**
Newton: *Principia,** *Optics**
Huygens: *Treatise on Light**
Locke: *Essay Concerning Human Understanding,** *Second Essay on Civil Government*
Berkeley: *Principles of Human Knowledge*
Leibniz: *Discourse on Metaphysics, Monadology, Correspondence with Arnauld*
Swift: *Gulliver's Travels, The Battle of the Books*
Vico: *The New Science**
Fielding: *Tom Jones*
Hume: *Enquiry Concerning Human Understanding, Dialogues Concerning Natural Religion*

Voltaire: *Candide, Micromegas*
Gibbon: *Decline and Fall of the Roman Empire**
Rousseau: *Essay on the Origin of Inequality, Social Contract*
Lessing: *Education of Mankind*
Schiller: *Poems**
Adam Smith: *Wealth of Nations**
Kant: *Critique of Pure Reason,* Critique of Practical Reason,* Critique of Judgment**
Lavoisier: *Treatise on Chemistry**
United States Constitution
*Federalist Papers**
Goethe: *Faust,* Sorrows of Young Werther, Poems**
Hoelderlin: *Poems**
Hegel: *Philosophy of History*
de Tocquerville: *Democracy in America* (abridged)
Kierkegaard: *Philosophical Fragments, Fear and Trembling*
Faraday: *Experimental Researches in Electricity**
Lobachevski: *Theory of Parallels*
Balzac: *Father Goriot*
Stendhal: *Red and Black*
Flaubert: *Madame Bovary*
Darwin: *Origin of Species,* Descent of Man**
Marx: *Capital,* Communist Manifesto, Preface to Critique of Political Economy**
Mendel: *Experiments in Plant Hybridization**
Tolstoi: *War and Peace*
Nietzsche: *Birth of Tragedy, Beyond Good and Evil*
Dostoievski: *The Possessed*
Baudelaire: *Poems**
William James: *Psychology—Briefer Course**
Poincaré: *Science and Hypothesis*
Freud: *A General Introduction to Psychonalysis*
Thomas Mann: *Death in Venice*
Valéry: *Poems**
Einstein: *The Theory of Relativity*
Documents from American History
Charter of the United Nations

76. ST. MARY'S DOMINICAN COLLEGE—Four-Year Humanities Reading Program—Kenneth T. Urquhart

RG	JC,SC	1SH	4		all	H		WW	P,BC	1D	1957

A program cutting across departmental lines. Designed to guide the students through the liberalizing experience of reading representative literature of the Western tradition and, above all, of understanding the magnitude of enduring forms of truth and beauty as expressions of the spirit of man and as depositories of our culture. The program omits major works included in other courses prescribed for the degree.

Freshman Program:
  The Idea of a University, The Old Testament (Selections), *The New Testament* (complete), Herodotus and Thucydides (selections)
Sophomore Program:
  Odyssey (complete) and *Iliad* (Selections), Representative Greek dramatists, *Poetics, Ars Poetica, Phaedo, Apology, Republic* (Bk. V)
Junior Program:
  Selections from St. Augustine and St. Thomas, *Aeneid, Chanson de Roland, El Cid Compeador,* selections from *Beowulf, Nibelungenlied,* Arthurian romances, *The Divine Comedy.*
Senior Program:
  Selections from St. Thomas More, *Utopia, Reflections on the French Revolution* (selections), *Don Quixote* (selections), Moliere (selections), Marlowe, *Dr. Faustus,* Goethe, *Faust* (I), *King Lear.*

History: Begun in 1957 with freshmen only. First trial was not altogether successful. One complaint was that students had no voice in the selection of books. In 1958 program extended to include sophomores. Students, through their own elected committees, selected titles. Before end of year students and faculty agreed that faculty should appoint committee to select the best books (not included in curriculum) and that the program should extend to all students.

Merit: Interdepartmental participation in humanities over and above usual general requirements will tend to overcome the narrowness of specialization especially in the "practical" fields like business, home economics, physical education, and elementary education.

This year plan has been well accepted by faculty and students.

Difficulties: Arousing interest of students in certain departments and the cooperation of a few faculty members. Lack of funds. Some faculty participants have carried an extra teaching unit each week.

(5) Special Subject Areas

77. GOUCHER COLLEGE—56: The Classical Tradition—Brooke Peirce

E	JC	5QH	1	47	E	E	I	G&R	T,C	4Le.&D	1956

Chief Activities: Reading and discussion. One objective test, one subjective. Three analytical papers. One creative project.

Basic Component: Themes and form in the classical tradition.

Major Objectives: 1. To acquaint the student with the chief myths and legends of Greece and Rome. 2. To acquaint the student with the chief literary forms as well. 3. To show through "their survival" the adaptability of these. 4. To approach methods of literary analysis. 5. To approach a definition of "classical."

Most Distinctive Features: Not simply great books or "literature in translation." Reading and analysis of several adaptations of the same myth. Reading and analysis of several employers of the same form.

Basic Texts: Paperback editions of classical works.

Description: Excerpt from syllabus:

Week I. Aeschylus, *Prometheus Bound*
Ovid, *Metamorphoses*, Bks. 1-4
A few selected poems from the Middle Ages, the Renaissance, the Eighteenth and Nineteenth centuries Lectures on Ovid, the beginnings of myth, the kind of selectivity involved in a poet's use of traditional material

II. Ovid, *Metamorphoses*, Bks. 5-10
Lectures on Ovid's variety, significance, and popularity.
Paper: comparison of myth in Ovid and a later adaptation

III. Sophocles, *Oedipus Rex*
Aristotle, *Poetics*
Discussion of historical and formal considerations of tragedy

IV. Seneca, *Oedipus*
Cocteau, *The Infernal Machine*
Discussion of the different interpretations of the same story, of changing attitudes toward tragedy of the changing meaning of the single myth

IX. Reading in selected pastoral poems with lectures on pastoral tradition
Theocritus, Dion, Moschus

Virgil
Spenser, Milton, Shelley

X. Reading in selected odes of Sappho, Alcaeus, Horace
Lectures on classical, lyric, with emphasis on themes
General discussion of classicism, its uniformity and diversity
Original interpretation of a myth required of each student. Usually a poem or a story

History of Activity: Re-established in 1956 as variation of former course in backgrounds of English and American literature.

Justification and Principal Merit: In the largest sense, as a general "cultural" background for students without a knowledge of Latin and Greek, to supply them with the raw material of allusion that appears in 25 centuries of Western literature, as an approach to the analysis of literature and to critical theory, as a place for reading great works in translation.

It does succeed in stirring up some enthusiasm for reading the literature of the dead languages and showing that myths and forms are far from dead.

Extent of Satisfaction with Activity: Surprisingly well satisfied with the course, although I recognize its severe limitations. No substitute for a course in the original languages.

Chief Difficulties Associated with Activity: Problem of choosing only a few works to represent a great literary tradition. I am continually developing a syllabus of adaptations of certain myths: i.e., short poems, lyrical narratives, illustrative of the attitude toward a myth of a particular writer or of a particular literary age.

78. UNIVERSITY OF GEORGIA—Cl.C.301-2: "Greece," "Rome" —J. W. Alexander

RG	SC	5QH	2		Cl.	Cl.	I	G&R	CE	5Le.	Before 1940

Difficulties: Limited staff and large classes make increasing student participation very difficult.

79. LOUISIANA STATE UNIVERSITY—Ph.61-62: Great Books Colloquium—R. L. Rein'l

RG[*]	JC	3SH	2	7	P	P	I	WW	CH,P	2D	1957

[*] as alternative to Math.

Plato: *Protagoras, Phaedo*
Aristotle: *Poetics*
Epictetus: *Encheiridion*
Descartes: *Meditations*
Hume: *An Inquiry Concerning Human Understanding*
Whitehead: *Science and the Modern World*

Intensive study and discussion of selected texts. Serves as introduction to philosophy. Has produced at an elementary level a greater appetite for philosophy.

80. WEST VIRGINIA UNIVERSITY—H208: Great Texts in Biology—Earl L. Core

E	SC	1SH	1	10	B	B	I	WW	BC	1Le.	

Books read:

Theophrastus: *Enquiry into Plants*
Vesalius: *Epitome*
Harvey: *Circulation of the Blood*
Darwin: *Orgin of Species*
Mendel: *Experiments in Plant Hybridization*

81. UNIVERSITY OF DELAWARE—AS 200: Reflective Reading—Evelyn H. Clift (Not offered 1959-60)

E	SC	3SH	1	10to20	P,H,Cl.		I	WW	BC	3D	1956

An experimental course especially designed for the better-than-average student seeking a "general education" elective. Purpose—the enlargement of the student's proficiency in reading, writing, discussion, the diversification of his interests, and the development of a taste for general reading. No lectures, no examinations. Reading and discussion of 14 books drawn from 7 fields. One book read each week. Student submits a short outline-essay on each book. Grades based on written work and quality of participation in discussion

Reading List for 1957—

1. Literature
   Gogol: *Dead Souls*
   Zola: *Germinal*
2. History
   de Toqueville: *Old Regime and French Revolution*
   Pirenne: *Medieval Cities*
3. Social Science
   Freud: *Psychopathology of Everyday Life*
   Collier: *Indians of America*
4. Natural Science
   Dunnet al: *Heredity, Race, and Society*
   Rapport: *The Crust of the Earth*
5. Philosophy
   Niebuhr: *An Interpretation of Christian Ethics*
   Santayana: *Three Philosophical Poets*
6. Aesthetics & Fine Arts

de Goya: *The Disasters of War*
Van Doren: *Shakespeare*

7. Religion
   Adam: *The Spirit of Catholicism*
   Humphreys: *Buddhism*

Difficulties: Combination of student's reading one book while discussing another. This difficulty partly solved by spacing of sessions. Difficulty of finding staff members qualified by their own wide background to handle such a course. Schedules are already full.

(6) T-V

82. UNIVERSITY OF CHATTANOOGA—E332: Adventures in Literature—Charles Whitworth

E	JC,SC,G	2SH	1		E	E	I	WE	CH	2Le.	1959

83. UNIVERSITY OF HOUSTON—E231-32: Western World Literature—Martin S. Day

	JC	3SH	2	509	E	E	I	WE	CE	1TVorLe.,2D	1959

E. *Literature and the Visual Arts*

84. UNIVERSITY OF ALABAMA—GS97: Art, Poetry, and Ideas —James McMillan (Discontinued)

E	SC	3SH	1	35	A,E		III&IV		BC,P	2Le.,1D	1956

Chief Components: Art, poetry, ideas

Chief Activities: Lectures, formal and informal. Discussions. Six papers.

Major Objectives: 1. To help students better understand poems, paintings, and idea. 2. To interpret ideas actually present in specific works and types of art. 3. To examine modes of creative expression. 4. To explore ways in which poems and paintings are alike and unalike. 5. To sharpen the student's expressiveness in such connections as those listed above.

Most Distinctive Features: Course intensively prepared (both in advance and day-to-day) from the point of view of two disciplines, English language and literature and the fine arts. This soon found response in the students.

Basic Texts:

Golden Treasury
Fleming. *Arts and Ideas*
Kreuzer. *Elements of Poetry*
Williams. *Pocket Book of Modern Verse*
Warren and Erskine. *Six Centuries of Great Poetry*

Description: Class meetings organized around one idea, including a lecture-discussion period on painting in relation to the idea, a lecture-discussion period on poetry in relation to the idea, then a panel meeting about the idea, the paintings, the poems.

Outline for first semester:

Technique and Expression
  1. Technique (elements of pictorial and poetic form)
  2. Expression: rhythm

Image and Idea
  1. Representation and Imitation
  2. Symbolism

Freedom and Love
  1. Freedom and its Limits
  2. Ideas of Love

Ideas of Nature (1)
  1. Renaissance
  2. Late Seventeenth and Eighteenth Century

Ideas of Nature (2)
  1. Nineteenth Century
  2. Twentieth Century

Outline for second semester:

Arts and the Public
  1. Public conceptions of the artist
  2. Public functions of art
  3. Privacy and Art

Ideas of style
  1. Style and Subject
  2. Style as Expression
  3. Style as Discovery

Death
  1. Death as Enemy
  2. Death as Comforter
  3. Death as Vision

Ideas of Good
  1. Ugliness in Relation to Good and Evil
  2. The Moral Ends of Art
  3. The Aesthetic of Art

Excerpt from syllabus, Section 4, Ideas of Good:
  1. Ugliness in relation to Good and Evil

Required readings:
  Six Centuries, #33; *Modern Verse,* #468
  Myers, *Modern Art,* pp. 323-356, fig. 169
  William Empson, *Missing Dates*

Skelton, *Upon a Dead Man's Head*
Donatello, *Mary Magdalene*
E. Munch, *The Dance of Life and Puberty*

Long ago Plato spoke of the ancient quarrel of poets and philosophers. And moralists more homespun than Plato often have harsh things to say about lovely ladies. But if beauty and moral truth have their divisions, one may also recall the Thomist definition of physical beauty as "the proper good of the eyes." Ugliness is—by the same theory—a physical evil. Yet men have found goods moral and aesthetic in the contemplation of some very ugly objects: a dead man's head, a "worm-eaten maw," an aged prostitute.

1. Is the ugliness of Donatello's Mary Magdalene shocking to you? Is it expressive of religious values?
2. Is the title of Munch's paintings appropriate to the real subjects of the paintings?
3. Is Skelton's vision of death in keeping with his portrayal of the "goodly" Jesus and "mild" Mary?
4. Do proprieties exist between the heavy repetitive patterns of Empson's verse and the meaning of his poem?

History of Activity: See Paul Ramsey, Jr., and John C. Galloway, "Art, Poetry, and Ideas," College Art Journal, XVIII:1(1958), 48-54.

Justification and Principal Merit: The course was badly needed in 1956. The university was rigidly . . . compartmentalized. More specifically, the course was justified by a majority vote of the faculty of the college of Arts and Sciences . . . It was a singularly rewarding experience and seemed at the same time to contribute uniquely to the development of several outstandingly good students.

Extent of Satisfaction with Activity: There is no respect in which I am not satisfied. I'd love to give it over again with the same caliber of student.

Chief Difficulties Associated with Activity: Getting it approved. There were no actual difficulties connected with the course itself.

85. HENDRIX COLLEGE—H103a,b: Man's Search for Values
—Walter Moffatt

RG	JC	3SH	2	186	E,G	E	I	WW	CH,CE	3Le.,D	1952

Merit: Student is taught by a person at least conversant in each area. We feel this encourages him to acquire information and to become interested in all areas without feeling he can become familiar with or an authority in only one field. The relaxed, but not unrestrained, classroom atmosphere is another merit. The integrated material adds to the meaningfulness of the course.

F. *Literature, Art, Music*

(1) Junior College

86. BEREA COLLEGE—H201-2: The Humanities—Emily A. Smith

RG	JC	4SH	2	96	M,A,E	E	II	WW	TO	4Le.,D	1940's

Chief Components: Literature, music, arts.

Chief Activities: Lectures—formal and informal, discussion, written reports, demonstrations.

Basic Component: Artist and Artistic process.

Laboratory Activity: Two laboratories a week—"students paint, make, do." Listening periods.

Major Objectives:

1. To find pleasure and stimulation from each of the three media.
2. To give the student opportunity to realize that he can create.
3. To consider significant works of art.
4. To increase critical judgment and realize relative quality in art forms.
5. To appreciate heritage in art, music, literature.
6. To increase capacity to participate in cultural life of home and community.

Most Distinctive Features: Topical approach, art laboratory, listening periods in music.

Basic Texts: Syllabus and reading lists.

Description: The course has a prerequisite, History of Western Civilization, which gives the student a chronological introduction to man's experience in science, philosophy, religion, economics, government, and the arts. In the humanities the three mediums of creation and communication—art, literature, music—will be examined in correlation. The course will attempt to reveal the common origins, the similarities and differences, the individual vocabularies and laws, the separate identities, and the satisfactions of these three arts. The course is built on the idea that a person, to be a whole personality, must develop within himself a recognition of the values of these five aspects of human and artistic wholeness: (1) aliveness to all experience (Sentient Man); (2) freedom to imagine, invent, create (Building Man); (3) thoughtful concern for the meaning and significance of life (Contemplative Man); (4) consciousness of his fellow men (Social Man); (5) reverence for a Supreme Being (Worshipping Man).

Excerpt from a "Report to the Faculty" concerning "Building Man:"

The student considers how the artist—whether composer or writer or architect, painter, or sculptor—joins part with part to create a structure. He watches the artist select his material, shape it according to a plan or design in his mind, and create a poem, essay, novel, play, a ceramic pot, a cathedral, a fugue, or a symphony . . . In the Space Arts, under "Building Man," the student hears lectures and discussions on the meaning of structure; the differences in times and creators as indicated in the things they make; the philosophy of architecture with the emphasis on Greek, Medieval, and Modern; the process of construction in painting and sculpture, followed by laboratories. In the studios of painting, the student uses oil as a material (previously with "Sentient Man" he used water colors) and becomes acquainted with some of the problems of composing. With clay he learns something of the act of pottery making and becomes conscious of quality. With sculpture he shapes a head, experiences the sculptor's problems . . . Each student has 75 carefully chosen prints which will introduce him to the significant art forms of the world.

History of Activity: Planned three years. Started in 1940's. Evaluated by Dr. Russell Thomas, University of Chicago, in 1951.

Justification and Principal Merit: Requested by surveys from many graduates asking for required course in the arts. Students generally recognize its value.

Extent of Satisfaction with Activity: We like the course, know it to be effective.

Chief Difficulties Associated with Activity: Time for materials covered.

87. HARDING COLLEGE—201-2: Our Western Heritage—L. C. Sears

RG	JC	5SH	2		L,A,M		II	WW	TO,BC	Le.	1949

Justification: Students . . . show an expected proficiency on upper-level general cultural tests after the course.

Satisfied? If the basic assumption is correct (that sophomores in the South have read and experienced enough to begin with Plato and move on to Joyce and Eliot), the program is justifiable in terms of a reasonable success. I doubt the assumption is correct and feel we would serve our students better with an introductory course in literature, assuming they've read nothing, not even *Black Beauty* and Zane Gray. But the pressure of the general cultural tests, given in the junior and senior years, is so heavy that we want at all costs to give the student a test-taking proficiency in identifying great names and titles.

Difficulties: The art, music, and literature courses are said to be correlated. They are not yet. Frankly, I think they cannot be unless one man qualifies himself to teach all three. Or perhaps unless all three teachers sit in on one another's classes, so they can know what is going on. But time and class pressures are too great for that, so that we, like so many others, work blindly.

I think the Humanities Course is predicated upon a false premise; that modern college students have developed sufficient reading skills to get profit from the *Iliad, Murder in a Cathedral,* and the poems of Yeats. Most of them have not, and we would, I think, be wise to make the sophomore year a year of pure introduction to simpler literary pieces, emphasizing the skills required to read poetry, drama, novels, short stories, and so forth. I say this despite the fact that I enjoy teaching a humanities course more than an introductory course; the first is pretty, the second makes more sense in 1960.

88. MOREHOUSE COLLEGE—Hum.161-62: The Humanities—H. Edwards

RG	JC	3SH	1	250	Hum.		I	WW	CE,BC		

89. NORTHEASTERN STATE COLLEGE (Okla.)—H203-13: General Humanities—Theo M. Nix

RG	JC	3SH	2	400	ML,SS,M,E	FA	III	WW	BC,CE		1946

Exceptionally desirable in our area where the majority of students are from smaller school systems and have had scant experience with areas other than literature. This is the only way under current conditions that the student is going to receive a coordinated, organized experience in learning of his cultural world. This is the realistic, not idealistic, point of view.

Difficulties: Classes all run over 50. Integration of such broad areas is difficult. Instructors must be persons of singularly versatile background.

(2) Senior College

90. CENTENARY COLLEGE—GE321-22: Arts and Aesthetics—E. L. Ford

RG	SC	3SH	2	32	F,A,E,M	F		WW	CE,BC,T	3Le.,1D	1948

91. CENTRE COLLEGE—H201-2: Introduction to the Humanities—Alden G. Vaughan

R*	SC	3SH	2	38	AL&Hum.	same	I	WW	T,CH	3Le.	1944

*as option with E211-21

92. MORGAN STATE COLLEGE (Md.)—H201-2: Introduction to the Humanities—Richard A. Long

RG	SC	5SH	2		E	E	I	WW	CE	5D	1954

93. OUACHITA BAPTIST COLLEGE (Ark.)—GE203-301: Humanities—Fay Holiman

RG	SC	4SH	2	450	E,ML	E	I	WW	CH,T,BC	4Le.&D	1951

94. PHILLIPS UNIVERSITY—H313-23: Our Cultural Heritage —S. H. Clarke

RG	SC	3SH	2	180	ML,A,M,Bus.		II	WE	CH	2Le.,1La.	

Difficulties: We should like to find teachers competent to handle all phases of the course because we feel that there would be a distinct advantage to this. Two of our teachers do this well in small summer classes.

95. SOUTHERN UNIVERSITY AND A. & M. COLLEGE—H401-2. Humanities—Huel D. Perkins

RG	SC	3SH	2	219	M,E,	M	III	WW	CE	1Le.,2D	1955

96. TRINITY UNIVERSITY—H334-35: Contemporary Cultural Trends in Modern Literature, Art, and Music—Charles Heimsath

RHum.&M	SC	3SH	2	35	Hum.,M,A	Hum.	II	WE	BC,P	3D	ca.1946

(3) Graduate

97. FLORIDA STATE UNIVERSITY—H501-2: The Humanistic Tradition—Robert Miller

RHum.	G	3SH	2	13	Psy.,Cl.,E,A,M			WW	CH	2Le.&D	1955

A course designed to serve as base for doctoral in humanities.

Basic Reading: Greek Period—Epic; *Iliad, Odyssey;* Drama: Aeschylus, *Prometheus, Oresteia;* Sophocles, *Oedipus Rex, Antigone;* Euripedes, *Alcestis, Medea, Bacchae;* Aristophanes, *Clouds, The Birds;* Philosophy: Selections from pre-Socratic philosophers: Plato, *Crito, Phaedo, Philebus, Phaedrus, Gorgias, Timaeus, Republic;* Aristotle, *Ethics, Metaphysics, Physics, Rhetoric* and *Poetics;* Epicurus, *Fragments;* Epictetus, *Encheiridion,* Sextus Empiricus, *Pyrrhonic Sketches;* Poetry: Sappho, Anacreon, Pindar, Theocritus, Bion; *The Greek Anthology;* History: Herodotus; Thucydides; Polybius; Lectures and readings from such source material as exists on Greek Music and Art; recordings, slides, and reproductions used when appropriate.

Other elements (with appropriate readings): The Roman Influence, Early Christian Period, Medieval Period, The Moslem World, The Renaissance, The Reformation.

G. *Literature, Art, Philosophy*

98. HENDERSON STATE TEACHERS COLLEGE—B7a,b: The Humanities—Mae Whipple

RG	JC	4SH	2	330	A,M,L	M	III		CH,BC		1950

99. OGLETHORPE UNIVERSITY—H211,12,13: The Greek Adjustment, Mediaeval Synthesis, The Modern Temper—Wendell Brown

RG	SC	4QH	3	75-85	Hum.	Hum.	III	WE&US	CH		1944

Getting teachers capable of handling the diversity of materials. Materials are also still not available.

100. RANDOLPH-MACON WOMAN'S COLLEGE—FA201-2: Course in Correlated Arts—John P. Kirby

E	SC	3SH	2	15-25	*	E	II,IV	WW	CH&CE	2Le.,1D	1947

*E,P,A,M,Dance, D.

Merit: From the students' point of view the course provides an overall perspective upon the interrelationships of fields that would otherwise remain for them too rigidly departmentalized, particularly as these insights are informed by the philosophic and historical context of the arts.

Difficulties: Adjusting the materials of the course to the relative capacities and backgrounds of students. Students sometimes fear it is too difficult. Keeping the lecture schedule flexible so that the creative teaching energies of the faculty will be constantly renewed. Assuring adequate discussion time. Preventing "forced" correlation to emerge naturally in the students' minds. The faculty discussions in the class—often in partial or complete disagreement—are stimulating to the students (and the faculty!).

101. UNIVERSITY OF LOUISVILLE—H404: Periods of Cultural History—Ernest C. Hassold

*	SC	3SH	5		ML,E	Hum.	III	WW	CE	3Le.&D	1932

*RE,A,ML,M,P,Hum.

Chief Components: Literature, philosophy, art.

Chief Activities: Lectures and discussion. Oral and written reports.

Basic Component: Literature.

Major Objectives:

1. To provide cultural background for all majors in the Humanities.
2. To demonstrate the interplay of various branches of culture in one period.

3. To give students an outline and sequence of styles, thought, and expression.
4. To practice correlating materials in different forms of cultural expression.
5. To provide a sense of the total cultural outlook at a particular stage of development.

Basic Texts:

Randall: *The Making of the Modern Mind*
Creekmore (Ed.): *A Little Treasury of World Poetry*

Supplementary Reading:

Burke: *Attitudes Toward History*
Friedell: *A History of Modern Culture*
Hauser: *The Social History of Art*
Smith: *A History of Modern Culture*

Art

Gardner: *Art Through the Ages*
Gombrich: *The Story of Art*
Robb & Garrison: *Art in the Western World*
Wolfflin: *Principles of History*

Music

Lang: *Music and Western Civilization*
Sachs: *The Commonwealth of Art*
Sachs: *Our Musical Heritage*

Literature

Weatherby: *Heritage of European Literature*
Kuhns: *Great Poets of Italy*
Mirsky: *History of Russian Literature*
Wright: *History of French Literature*
Robertson: *History of German Literature*
Northrup: *Introduction to Spanish Literature*

Philosophy

Fuller: *History of Philosophy*
Martin, *et al.*: *History of Philosophy*
Russell: *History of Western Philosophy*

Course Outline:

Introductory Lecture—Randall, Chs. 2,4,5

Completion of introductory lecture, Randall, Chs. 6,7,9,10

Lecture: Medieval to Renaissance to 18th Century Art, Randall, Ch. 11

Discussion of reading. Selections from Petrarch, Ronsard, Pope's Essay on Criticism

Lecture: Medieval to Renaissance to 18th Century Music, Randall, Ch. 13, Rousseau's *Discourse on the Origin of Inequality Among Men*

Discussion. Voltaire's *Candide*

Lecture: Medieval to Renaissance to 18th Century Philosophy

Discussion

Lecture: Eighteenth Century Art, Randall, Ch. 14

Discussion: Randall 15

Lecture: 18th Century Music

Lecture: 18th Century Philosophy. Randall, Ch. 16

Discussion: Pushkin, Byron, 1st canto of *Childe Harold* and *Don Juan*

Discussion: Hugo, Heine, Byron, Pushkin, Randall, Ch. 17

Discussion: Same. Randall, Ch. 18

Lecture: 19th Century Art, Read Leopardi, George, Lermontov

Discussion: Baudelaire, Zola, *The Experimental Novel*

Lecture: 19th Century Music

Lecture: 19th Century Philosophy

Discussion: Randall, Ch. 20

Discussion: Strindberg's *The Father* or *Miss Julie*

Lecture: 20th Century Art. Randall. 21. Ibsen's *An Enemy of the People*

Discussion.

Lecture: 20th Century Music

Lecture 20th Century Philosophy. Tolstoy's *What is Art?*

Discussion: Read Riske, La Forge, Eliot's *Waste Land*

Discussion: Read Blok, Pasternak, Mayakowski

Discussion.

Discussion.

Discussion: Selections from Yeats and Auden

Discussion.

History of Activity: Offerings established in 1932.

Justification and Principal Merit: The program emphasizes life values over against technical values. Provides, to some extent, a common frame of reference for both students and faculty, in so far as the latter participate. Has educated both faculty and students to a broader cultural outlook. Has encouraged a search for what Julian Huxley calls "noetic integrators."

Extent of Satisfaction with Activity: To the extent that it realizes its objectives.

Chief Difficulties Associated with Activity: Lack of familiarity with details of cultural development in fields other than the major.

The necessary sketchiness of the course. We have tried to overcome these defects by scheduling a departmental course in the same period.

102. VANDERBILT UNIVERSITY—150-51: Humanities—Josef Rysan

E	JC,SC	3SH	2	330	•	G	II	WW	CH,CE	3Le.	1956

•G,A,P,RL,Cl,E

Chief Components: Literature, philosophy, visual arts, music

Chief Activities: Formal lectures

Basic Component: Literature

Laboratory Activity: None

Major Objectives:

1. To acquaint student with the unity and continuity of Western culture
2. To acquaint student with the chief epochs of this culture
3. To acquaint student with the chief ideals, ideas, and values in the culture
4. To acquaint student with the interdependence of literature, philosophy, and the arts
5. To acquaint student with the picture of ideal man in our culture

Most Distinctive Features: The image of ideal man as seen in the literature, philosophy, and arts. Proper integration of materials.

Methods of Evaluation: Objective and essay tests.

Basic Texts: Only primary sources.

Description: An elective course available to all undergraduates except freshmen. Administered by a committee which consists of a chairman and all participating professors—seven.

Outlines for second semester, 1960:

1 Introductory lecture
5 Lectures on the Enlightenment and Neo-Classicism
5 Lectures on Romanticism
1 Quiz
3 Lectures on Positivism
3 Lectures on Naturalism
3 Lectures on Realism and Naturalism in Art
1 Quiz
3 Lectures on Symbolism
4 Lectures on Symbolism
1 Quiz
3 Lectures on Symbolism in Art

6 Lectures on Traditional Humanism and New Humanism
1 Quiz
4 Lectures on Music
1 Concluding Lecture

Required reading for this semester:

On Enlightenment and Neo-Classicism:
Voltaire, *Candide* and other writings
Swift, *Gulliver's Travels*

On Romanticism:
Goethe, *Faust* I

On Positivism:
Dewey, *Reconstruction in Philosophy*

On Naturalism and Symbolism:
Zola, *The Earth*
Proust, *Swanns Way*

On Humanism and Existentialism:
Dostoevski, *Brothers Karamazov*
Kafka, *Metamorphosis*
Mann, *Death in Venice*
Pick, *German Short Stories*

History of Activity: Established in 1956. Music added in 1958.

Justification and Principal Merit: Started by voluntary action of several members of humanities division who saw the necessity of a general education course in this area. Gives the student an integrated picture of the humanities.

Extent of Satisfaction with Activity: Very well satisfied.

Chief Difficulties Associated with Activity: Reading of so many essay-type examinations.

H. *Literature, Art, Philosophy, Religion*

103. UNIVERSITY OF ARKANSAS—H401,H402: Search for Values in Humanistic Disciplines, Judgment of Values in Humanistic Disciplines—Albert H. Carter

E	SC	3SH	2	30	E,A,M,Sp.,P	E	IV	W	P	3D	1948

Chief Components: Literature, theatre, music, sculpture, painting, architecture, religion, philosophy.

Chief Activities: Discussion and papers.

Basic Component: Human problems.

Laboratory Activity: Students meet in small groups and prepare reports for whole group.

Most Distinctive Features: These courses were probably the first in the country to stress (instead of history) the analysis, comparison, and appraisal of human values concretely expressed in works of art. The pro-seminar, the small committee, making independent studies they share with the group as a whole.

Methods of Evaluation: Based on committee reports, a notebook of papers, and class participation.

Description: The purpose of the course is, first to afford students opportunity and incentive for broadening their comprehension of the multiple and divergent interpretations and values which human beings . . . have assigned to their awareness of life . . . The second purpose . . . is to afford students an opportunity and incentive for sharpening their powers of informed discrimination and judgment, as they accept or reject feelings, beliefs, and actions . . . The course explores the problems of how men are effectively to test their experiences, aesthetically, as ends to be enjoyed, and, morally, as bases for decision, choice, and action. The two purposes combine as means of helping students to cultivate an active, speculative, and responsible use of their own capacities for free ideas, for creative and critical thought and expressiveness. This is so because the enlargement of feeling which gives men command over experience . . . results from the breadth of their perspective and from their powers of judgment. The intent of the course is not to duplicate any other course in the curriculum . . . (but) to complement the impersonal and objectives methods and findings of the natural and social sciences and the specialized techniques and factual materials of the several departments of the humanities. The course is neither an historical survey nor a course in intellectual history. This is an interdisciplinary capstone course in the analysis, comparison, and appraisal of human values, concretely expressed in the art, music, literature, thought, and faiths of the world.

Required purchases: *Bhagavad Gita; The Bible;* Copland, *What to Listen For in Music;* Dewey, *Reconstruction in Philosophy;* Fitzgerald, *The Great Gadsby;* Kaufman, *Existentialism from Dostoevsky to Sartre;* Morrell, *Four English Comedies;* Orwell, *1984;* Shakespeare, *Antony and Cleopatra* and *Twelfth Night;* Williams, *Immortal Poems of the English Language;* Aeschylus, *Prometheus Bound;* Aristotle, *On Happiness and Reasonableness and What is Good for Man;* Barr, *Picasso, Fifty Years of His Art;* Dickinson, *Poems;* Eliot, *The Cocktail Party and Complete Poems and Plays;* Epictetus, *The Manual;* Goldsheider, *The Paintings of Michelangelo;* Greene, *The Meaning of the Humanities;* Gruenwald *—The Isenheim Altar; The Hymns of the Rig-Veda;* Kierkegard, *Purity of Heart; A Manual of Zen Buddhism;* Mumford, *Workshop Invisible;* Nietzsche, *Thus Spake Zarathustra;* Plato, *Protagoras* and *Symposium; The Tao-Te Kind;* Tolstoy, *The Death of Ivan Ilych;* Woolf, *Time Passes.*

Outlines for 401

I. Man seeks values
  A. Man finds himself
    1. The gross and the sensitive
    2. Man asserts his wisdom
    3. Man faces the infinite
    4. Man questions his power
  B. Man expresses himself in terms of
    1. The gross and the sensitive
    2. The submissive and the heroic
    3. The comic and the tragic
  C. Man creates values

II. Man practices judgment: proseminar
Excerpt from I.A. 3. Man faces the infinite.
  1. Study questions
    a. What is meant by a conception of the infinite? Is it anything other than the negative experience of being aware of one's own limitations? Or is it a positive and unique experience of a being or a quality of experience possessing undefined possibilities?
    b. What experience did this contact with the infinite immediately provoke in Isaiah?
    c. How does Isaiah's account resemble or differ from that of the Upanishads and Vedic hymns to Varuna? What is the principal element of resemblance?
    d. What is the relation between mysticism and social responsibility implied in this passage?
  2. Your questions
    a.
    b.
    c.
    d.

History of Activity: Began in 1948 as first interdisciplinary general education course on campus. Ran for two or three years. Then was quiescent for a year while we were preparing the whole new general education program. We had proved that such a course —interdisciplinary, upper-division—could successfully fulfill its mission. On grant from Fund for A. E., spent summer preparing a new two-semester program with syllabuses. It is set up for constant revision as we learn more, as those teaching it change. The syllabus has gone through several printings and a second revision.

Justification and Principal Merit: It has proven that humanities studies can be most effectively organized about problems rather than the traditional chronology or types of medium.

Extent of Satisfaction with Activity: I'd try to sell the idea to any school I come in contact with.

Chief Difficulties Associated with Activity: Lack of student registration (or more usually dropping out) because of Arkansas indifference to the arts. Lack of faculty support, lack of money for bold experimentation.

104. CENTRAL STATE COLLEGE (Okla.)—H203-13: General Humanities—Guy Chambers

E	JC	3SH	2		ML,E,P	ML		WE	CE		1951

Difficulties: Getting capable faculty members who can teach the general courses.

105. FLORIDA STATE UNIVERSITY—H201-3: The Humanities —Sarah Herndon

RG	JC	3SH	2		E	I			CH	3Le.&D	1957

The chief difficulty is knowing enough to teach it properly—also finding qualified teachers as the enrollment expands. There is also a constant departmental-mindedness on the part of departments contributing staff, especially departmental heads who have an eye on their own departmental enrollments.

106. UNIVERSITY OF MARYLAND—H51-52: The Humanities —Wilhelmina Jashemaski

E	JC	3SH	2	120	H	H	III	WW	CH		

IV. MUSIC

A. *Music Only*

107. AGNES SCOTT COLLEGE—M333: Music of the Great Liturgies—Raymond J. Martin

E	SC	3QH	1	1	M	M	I	WW	T	3D	1953

Chief Components: Anthems representing Jewish, Protestant, and Catholic liturgies.

Chief Activities: Study of these materials.

Laboratory Activity: Conducting and singing anthems.

Major Objectives:

1. To know basic concepts of liturgies.
2. To know representative music.
3. To use such knowledge for betterment of church music.
4. To improve choral conducting ability.
5. To be a better church musician.

Basic Texts: Hedley, *Christian Worship;* Herberg, *Protestant, Christian, Jew;* Hutchinson-Martin, *Ways of Faith;* Westerley, *Jewish Background of Christian Liturgy;* Rothmuller, *Music of the Jews;* Attwater, *Eastern Catholic Worship;* Wellesz, *History of Byzantine Music;* Gassner, *The Canon of the Mass;* Predmore, *Sacred Music and the Catholic Church;* Halter, *Practice of Sacred Music;* Reed, *Explanation of the Common Service;* Brenner, *The Way of Worship;* Hardman, *History of Christian Worship;* Etherington, *Organist and Choir Master;* Titcomb, *Anglican Ways;* Rattenbury, *The Eucharistic Hymns of John and Charles Wesley;* Fitch, *One God;* Underhill, *Worship.*

Each student submits a 2000-word paper dealing with one of general headings of outline. Each student also submits a Liturgical Notebook, which includes class lectures, mimeographed materials, and music. Each student visits a Jewish, Orthodox, Roman Catholic, Anglican, and Lutheran service during the quarter.

Justification and Principal Merit: Primarily for organ majors who will become Directors of Music in churches. Protestant church musicians can better understand their musical heritage and better serve as church musicians through such understandings.

Extent of Satisfaction with Activity: Perhaps better for graduate students, but has been valuable on undergraduate level also.

108. ALABAMA POLYTECHNIC UNIVERSITY—MU351: Appreciation of Music—

E		3QH	1	1100	M	M	I	WE,US	CH,BC	3Le.&D	1930's

It arouses considerable interest in music among students as shown by their attendance at concerts and their purchase of records. It affords thousands of Auburn students an opportunity to gain some knowledge of music literature.

109. HOWARD COLLEGE—IIIa,b: Appreciation of Fine Art—George Koski

RG	SC	2SH	2	313	M	M	I	WW	CH,BC	Le.&D	

110—NEWCOMB COLLEGE—M605: Contemporary Music—Peter Hanson

RM	SC&G	3SH	1		M	M	1	WE,US	CH	3Le.	1953

B. *Music and Art*

(1) Junior Colleges

III. EAST TEXAS STATE COLLEGE—H303: Music and Art (Humanities)—V. C. Arnspiger

RG	JC	3SH	1	480	A,M		II	WW	CE,P	1Le.,1D,1La.	1957

Chief Components: Art and music.

Chief Activities: Lectures, discussion, written analyses of creative work.

Laboratory Activity: Listening to records, preparation of analyses.

Major Objectives:

1. To introduce students to the aesthetic enjoyment of the music and art of the Western World.
2. To provide insight into the social values and how music and art contribute to the shaping and sharing of these.
3. To provide experiences in using mental and verbal tools in thinking and acting as democratic citizens.
4. To provide opportunities for critical thinking in the analysis and appraisal of creative work in terms of their contributions to the realization of the dignity of human beings.

Most Distinctive Features: Discussion of impact of music and art on society. Values and institutions analysis frequently made by students using the framework of the social process.

Methods of Evaluation: Essay tests, "listening logs." Critical thinking appraisal tests—Watson-Glaser.

Basic Texts:

Machlis, *The Enjoyment of Music*
Wold and Cykler, *Music and Art in the Western World*
Modern Arts in the Making

Description: CD: This course will include the study and systematic analysis of music and art. These arts are to be integrated, and analysis will be directed toward the establishment of high standards of taste, their effectiveness as communication, and their social significance.

From syllabus: It shall be the purpose of the art section of this program to acquaint the student with the basic functions of art in our society and the relation of the individual to these functions . . . the student will be involved in the direct experience of the aesthetic processes.

Outline:

I. The Means of the Artist
II. The Media of the Artist
III. Historical Aspects of Art
IV. Analysis of Works of Art

The primary goal of the . . . music section is to arouse students' interest in music and, in turn, promote their enjoyment of it . . . The inauguration of the general studies course in music at East Texas State . . . is definitely in keeping with the general trend of music education in our nation. An evolving democratic philosophy of music education in America is leading us into an era of unprecedented music expansion. This philosophy points ultimately toward enrichment of life, through music, for all students.

112. MARY HARDIN-BAYLOR COLLEGE—FA231-2: Artistic Perspectives—Harold Hollingsworth

RG	JC	3SH	2	160	DR,M,H,A	H	II	WW	CE	3Le.&D	1959

It is increasing interest in the fine arts on the campus. It has given the staff a good lesson in teaching techniques.

Satisfaction: Needs time to "shake-down" but basiscally excellent. Already thinking of adding world literature and making it a 12-hour course.

Difficulties: Integration of subject matter, personalities, teaching techniques. Students distrust the use of several teachers. There is a discrepancy between what we try to teach and what we end up testing for. Striking a balance between topical and chronological order. Weaning teachers away from the old introductory courses has been difficult. We need access to good drama, live or on film.

113. SOUTHWESTERN UNIVERSITY (Tex.)—A 309: Understanding the Arts—Robert Lancaster

RG	JC	3SH	1		D,A,M	A	II		T	3Le.&D	1946

Difficulties: Danger of becoming atomized and encyclopedic.

114. UNIVERSITY OF ARKANSAS—FA103-13: Basic Course in the Arts—Keith McPheeters

RAS	JC	3SH	2	460	A,M,T	A	II		Mixed	2Le.,2La.	

Actual laboratory experience for participants—drawing, painting, dance, theater. Films, tapes, live presentations.

Difficulties: Numbers. Personnel limited.

(2) Senior College

115. ALABAMA COLLEGE—A210: Theory of Art—David Huntley

RA	SC	3SH	1		M,A,D,E	A	III	W	BC	3Le.&D	1957

Justification: Belief that cooperation among the arts within a liberal arts college is both logically, inescapably, and aesthetically invaluable if students are to approach a mature understanding and discrimination. Belief that the arts play a humanizing role in civilization. Belief that a student must develop his own creative thought process, must learn to see things in new relationships, solve problems in a unique way.

Difficulty: To stimulate students to make their own value judgments. To conquer old study habits that include memorizing and "parroting"

116. ARKANSAS POLYTECHNIC COLLEGE—H303: Western Art and Music—John Wainright

RG	SC	3SH	1	197	M,A		II	WW	CH,BC	3Le.	1956

Merit: Here is an opportunity for the student to have contact with the arts on a lay basis. It is a practical approach, we hope, for developing a better consumer attitude toward some facets of our heritage and culture . . . I believe the future for the arts in liberal arts programs needs some careful consideration. It is basic to a solid sense of refinement.

117. GEORGE PEABODY COLLEGE—GE302: Music and Art in the Humanities—Don Cassel, August Freundlich

RG	SC	4QH	1	5560	M,A,	M	I	WW	CE	3Le.,1D,1La.	1953

Justification: A large segment of the world's population is denied one of the most intensely rewarding experiences in life, not through the inaccessibility of art, but because there is no emphasis on it or its importance.

Satisfaction: There is a consistently discernible change of attitude in the direction of increased interest in the arts. This occurs even among the most apathetic at first.

Difficulties: Too little time. Staff persons need more time in which to organize and plan course. Facilities for the arts difficult to assure. Lack of persons capable of staffing such a course. Teachers of such courses must demonstrate some breadth and depth of knowledge if we expect students to cultivate interest in these areas.

118. GUILFORD COLLEGE—PH.24: Aesthetics—Ernestine Milner

RG	SC	3SH	1	185	Psy.	Psy.	I	WW	CH	3Le.	1930's

119. SOUTHERN STATE COLLEGE (Ark.)—FA303: Introduction to Fine Art—Richard Oliver

RG	SC	3SH	1	110	A,M	M	II	WW	CH,CE	3Le.	1956

120. UNIVERSITY OF GEORGIA—FA 300: Music and the Visual Arts—Lamar Dodd, Hugh Hodgson

RAB	SC	5QH	1	app.360	A,M		I*	WW	CH,CE,BC	5Le.&D	1947

*with occasional joint meetings

Chief Components: Music and art.

Chief Activities: Discussion, lectures. Visual aids. Individual written interpretations of specific works of art.

Laboratory Activity: Preparation of work book. Limited studio work as "outside work."

Major Objectives: For visual arts: To present to students on undergraduate level an exposure to the visual arts and music. We do not attempt to make the course a history of art nor even a survey of the history of art—rather, an experience in the visual arts by seeing, discussing, reasoning. We are more interested in the human being's reaction to these than in the acquiring of factual knowledge. *For music:* To acquaint the student with masterpieces, arouse a continuing interest in music, co-relate music with social, economic, political history and culture.

Most Distinctive Features: Primary emphasis rather on human being's reaction to the visual arts and music—why he reacts as he does—than on factual knowledge as such.

Methods of Evaluation: The only method of evaluation probably resolves itself into an understanding, on the part of the teachers, as to its objectives and their methods of presentation from the standpoint of effectiveness. Examinations.

Basic Texts:

Stringham: *Listening to Music Creatively*
Bernstein: *Introduction to Music*
Meyers: *Understanding the Arts*
Fleming: *Arts and Ideas*
Faulkner, Ziegfeld, Hill: *Art Today*

Description: CD-Nature and materials of the visual arts in their relation to man, with emphasis on the influence of art products in contemporary living and thinking. A field of study comprising painting, sculpture, architecture, graphic arts, arts of industry and commerce. Also a study of outstanding figures in music taken chronologically.

Excerpt from course material: In a present world dominated by a rush to manipulate unknown physical forces, there must be some concern for the nature of the human being who provides the key to the control of the forces. Such studies are the HUMANities. Traditionally the core of a Liberal Education, the Humanities have evolved from a primary concern with antiquity to a study of the NATURE OF MAN as expressed in his religion, philosophy, history, arts, and language. The special area of the Fine Arts . . . is a particularly rich source for detecting revealing human characteristics. It will be our purpose to study man through his buildings . . . symbolic imagery . . . interpretative and creative imagination . . . and decorative and functional crafts . . . The most fruitful approach to this study will be an extensive exposure tempered by careful evaluation and checked against established standards.

Comment from one instructor: The first six lectures are devoted to determining the nature of the major arts. Two lectures each are devoted to architecture, sculpture, and painting. These introductory sessions have proven invaluable in helping break down the students' inhibitions concerning art. An examination is given at the end of the 7th lecture, in which unknown examples of art are projected upon a screen. Here the student is asked to apply the general principles set forth in the lectures in analysis of the works. The results are nearly always gratifying. A common group of knowledge is at once established; the student's confidence is built up. This now allows the teachers to turn to the study of the arts from a chronological point of view.

It has been my experience that ultimately the historical approach is the most successful in terms of immediate impact and lasting effect, for it creates a sense of order in an otherwise welter of material and, in addition, allows the student to view his own age in its proper artistic context.

History of Activity: Course has been offered from 12 to 15 years.

Extent of Satisfaction with Activity: Possibly greatest satisfaction is the demand for additional work in the Arts from the better students and, years after they have completed them, their references to the contributions the course made to them and their general education. We feel that it is on very solid footing.

121. VIRGINIA MILITARY INSTITUTE—E205-6: Introduction to the Fine Arts—Major Byers

RE	SC	4SH	1	30	E	E	I	WW	BC		1956

This is a laboratory program in the arts involving painting, sculpture, and some music. There are formal and informal lectures and oral reports. But students also draw, contour and model, employing relief and intaglio plates, pastel, oil, water color, casein, and special media. The laboratory course, which, at the first of the year provides only an introduction to the media, becomes a proving ground where students demonstrate in practice the principles learned.

Justification: The idea is sound.

Difficulties: Keeping students with talent from turning it into a techniques course. Adequately trained teachers are hard to come by. Costly from point of view of appropriate equipment.

C. *T-V*

122. UNIVERSITY OF HOUSTON—T-V: The Art in Houston —Dr. William Pryor

V. *PHILOSOPHY*

A. *History*

(1) Junior College

123. TULANE UNIVERSITY—GS321-22: General Philosophy—R. Geer

RG	JC,SC	3SH	2		P	P	I	WE,G	CH	3Le.&D	ca.1954

Objectives: To familiarize the major in philosophy with recent philosophical theories. To understand the influence of other disciplines upon recent philosophical theories. To teach the student to handle critically contemporary philosophical writings. To stimulate debate upon major issues in contemporary philosophy. To emphasize the inter-relatedness of philosophy and other academic disciplines.

Outline:

I. Introduction
II. Meaning
  B. Pragmatic Meaning
  C. Analysis (Logical Empiricism)
III. Knowledge
  A. Presentative Realism
  B. Representative Realism
  C. Pragmatism
  D. Phenomenalism
  E. Idealism
IV. Being
  A. Neo-Thomism
  B. Philosophy of Being
  C. Process Philosophy
  D. Emergentism
  E. Existentialism
V. Value
  A. Idealistic Theories
  B. Naturalistic Theories
  C. Pragmatic Theories
  D. Logical Positivism
  E. G. E. Moore
  F. Emotive—Expressive Theories

(2) Senior College

124. KENTUCKY WESLEYAN COLLEGE—Ph.395-6: Literature of Philosophy—Harold Hamilton

RP&R	SC	3SH	2	20	R,P	R,P	I	WW	CH	3Le.	1957

125. PEMBROKE COLLEGE—E401: Introduction to Philosophy—Otis Carnes

RG	SC	3SH	1	62	E	E	I	WW	P	3Le.	

126. RANDOLPH-MACON COLLEGE—Seminar in Contemporary Philosophy—H. B. Pannill

RP	SC	3SH	1	8	•	P	II	WW	P	2Le.,1D	1959

•P,Math.,Physics,Psy.

B. *Basic Concepts and Problems*

127. BEREA COLLEGE—The Philosophical Task—W. Gordon Ross

E	SC	3SH	1		P	P	I		BC,P	3Le.&D	1958

128. FLORIDA STATE UNIVERSITY—Ppy 400: Modern Man's Search for Values—Dr. Jackson Ice

	SC	3SH	1	17	P	P		WW	CE,P,BC	3Le.	1959

Chief Components: Philosophical readings

Chief Activities: Formal lectures and discussion

Major Objectives:

1. To raise pertinent questions, note basic problems, discuss a variety of methods and approaches.
2. To nurture critical insight, deepen appreciation, aid the student in formulating a synoptic view of life which could give coherence and order to its many facets.

Methods of Evaluation: Essay tests, research paper, written reports on reading.

Description: Outline and required reading:

I. Introduction
  A. Toward an understanding of the present situation (Koch, *Philosophy for a Time of Crisis,* pp. 11-69)
  B. An approach

II. What is man
  A. The crisis in man's knowledge of himself (Cassirer, *Essay on Man,* Ch. 1)
  B. Clues to this nature (Cassirer, Chs. II-IV; Jung, *The Undiscovered Self* (all) Otto, *Science and the Moral Life,* Ch. 1)
  C. Methods of Knowing (Cassirer, Chs. V and XI; Sullivan, *The Limitations of Science,* V and VI; Broad, *Scientific Thought,* pp. 11-25; Levi, *Varieties of Experience,* pp. 76-86).

III. Man and Culture
  A. Freedom and responsibility (Cassirer, Ch. VI; Otto, pp. 171-192; Koch, Chs. IV-IX; Hospers and Sellars, *Readings in Ethical Theory,* pp. 537-548; 681-700; Anshen, *Moral Principles of Action,* pp. 94-121; 436-452)

- B. Religion
  (Cassirer, Ch. VII; Needham, *Science, Religion and Reality,* pp. 3-22; Koch, Chs. X-XIII)
- C. Language and Art
  (Cassirer, Chs. VIII-IX; Langer, *Philosophy in a New Key,* pp. 83-116; Dewey, *Art as Experience,* pp. 187-195)
- D. History
  (Cassirer, Ch. X; Collingwood, *The Idea of History,* pp. 205-240)
- E. Science and Humanism
  (Koch, Ch. XIV-XVIII)

IV. Man and the Future
- A. Reason and Values (Koch, Ch. XIX)
- B. Toward a Common Faith (Koch, Ch. XX)

129. MARY BALDWIN COLLEGE—PH.4: Problems in a Philosophy of Life—Herbert Turner

RG	SC	3SH	1	46	P	P	III	WW	BC,P,WW	3Le.&D	ca.1949

Chief Components: Senior's major field of study

Chief Activities: Lectures, discussions, notebooks

Major Objectives:
1. To correlate the various fields of a student's studies
2. To discover the basic concepts that underlie the major fields of the student's study
3. To evaluate the basic philosophic positions from which each field begins

Most Distinctive Features: Reading from original sources.

Methods of Evaluation: Essay tests.

Basic Texts: None

Description: CD— A lecture and reading course dealing with the trends of contemporary thought on fundamental questions of belief and conduct. Critical evaluation. Foundations for a Christian philosophy of life.

Course Outline:

I. What Can We Know
1. The problem of knowledge
2. Approaches to the problem
3. The place of mind in the modern world

II. Science and the Modern World
1. The rise of modern science
2. The scientific upheaval of the 20th century
3. The scientific method

    4. The philosophy of science

III. How Shall We Think of Man

    1. History views of the nature of man
    2. Man in contemporary science and literature
    3. The meaning of life
    4. The meaning of the "self"
    5. The meaning of freedom
    6. Existentialism
    7. The Christian view of man

IV. Religion and the Modern World (without sub-headings)

V. What Can I Believe About God

VI. The Meaning of Immortality

VII. The Problems of the Good

VIII. The Meaning of History

IX. Things That Matter Most

Readings for Unit V:

Hocking, *Science and the Idea of God*
Gilson, *God and Philosophy*, Ch. 4
Hoernle, *Matter, Life, Mind, God*, Chs. 4 and 5
Joad, *God and Evil*, Chs. 2,7,8
Brightman, *The Philosophy of Religion*
Frank, *Philosophical Understanding and Religious Truth*, pp. 27-85
Knudson, *Basic Issues in Christian Thought*, Chs. 2 and 3
Ferre, *The Christian Understanding of God*, Chs. 2 and 3
Whitehead, *Process and Reality*, pp. 512-533

History of Activity: Begun about ten years ago.

Justification and Principal Merit: Designed to enable the senior to evaluate her major field in the light of other fields and to correlate her ideas.

Extent of Satisfaction with Activity: The idea is sound. We are never completely satisfied with achievements.

130. STEPHEN F. AUSTIN COLLEGE—Ph. 465: Comparative Philosophies—Judson White

REd.	SC	3SH	1	174	P		I	WW	T,P	Le.&D	1956

The course is a teacher education requirement. It is designed to illustrate eight important problems through an examination of several Western philosophical approaches to them.

131. UNIVERSITY OF LOUISVILLE—H492: Advancement of Culture—Ernest Hassold

RAS*	SC	3SH	1	35	Hum.	same	III	WW	BC,CH	Le.,D	ca.1956

*(option for Hum.)

Objectives

1. To explore the conditions of man, and the state of twentieth century culture, and the prospects of the advancement of culture
2. in the light of dominant viewpoints held in our time,
3. and to examine one's own education and responsibility for the advancement of culture

Content and Materials

A. Books (typical selection)

Cassirer: *Essay on Man*
Jaspers: *Man in the Modern Age*
Whitehead: *Science in the Modern World*
White: *The Age of Analysis*

B. Variety of other approaches discussed and related to these

Methods of Instruction, Testing and Evaluation

Written analysis of aims, method and achievement of each book read

Integrative essay exam.—midterm and final

Final essay—evaluation of books read in light of contribution to student's college education and philosophical advancement

Difficulties

The usual difficulties with lack of background and diffidence of students have tended to disappear in this course as the method of analysis and its relationship to contemporary thought became clear.

The final examination papers were the best batch I've had from graduating seniors in many years.

C. *Philosophy and the Arts*

(1) Junior College

132. MARY BALDWIN COLLEGE—Ph.2: Philosophy and the Arts—Herbert Turner

E	JC	3SH	1	22	P,E,M,A	P	IV	WE,US	P,BC	2Le.	ca.1954

Most distinctive feature: Discussion between student participants and the four faculty members present at each session.

Chief difficulty: Four faculty members for one course.

133. TEXAS A. & M. COLLEGE –LA301: Introduction to Philosophy—J. M. Nance

RLaw	JC	3SH	1		H,E	H	I	WE	CE	2Le.	1948

134. UNIVERSITY OF FLORIDA—C-51-52: The Humanities—Robert F. Davidson

RG	JC	4SH	2	2100-2500	P,L,H,A,M	P	I	WW,US	BC,CE		1936

Chief Components: Philosophy, literature, art, music.

Chief Activities: Discussion, formal lectures, written reports, listening.

Basic Component: Ideas and sense of values.

Laboratory Activity: Music listening six hours a week.

Major Objectives:

1. To provide enlarged insight and understanding through a study of our cultural heritage and contemporary literature, art, philosophy, music.
2. To enlarge the student's capacity to enjoy these
3. To help the student develop a more mature and realistic philosophy of living.

Most Distinctive Features: Emphasis upon humanities in contemporary life and thought—unification of literature, philosophy, art, and music around unified ideas and basic sense of values. Honors work for superior students. Independent administration.

Methods of Evaluation: Common objective exam. by Board of Examiners. Common essay type test as well. Class quizzes, term projects. Student evaluation of course every three or four years.

Basic Texts:

Davidson, Herndon, etc. *The Humanities in Contemporary Life*
Davidson, *Philosophies Men Live by*
Some half a dozen classics in literature and philosophy

Description: CD- A course designed to acquaint the student with the great literature, philosophy, art, and music in Western Civilization. Both our cultural heritage and the culture of our own day are studied. Major emphasis is placed upon mature understanding, enlarged appreciation, and a philosophy of life adequate for the needs of our age.

Excerpt from Basic Assignments for C51:

Unit I.	Man in Contemporary Society
Week 1	The Point of View (Anthology, pp. 2-25) Riseman, *Changing American Character* Whyte, *The Organization Man*
Week 2	Social Philosophy Lenin, *State and Revolution* (43-52) Koestler, *God That Failed* (66-77)
Week 3	Social Concern in Literature Orwell, *1984*

Week 4	Democracy and Social Idealism Mill, *Essay on Liberty* (26-43) Herberg, *Democracy as the Common Faith of America* (77-85)
Unit II.	The Impact of Scientific Thought
Week 5	Science, Religion, and Morals Barnett, *Universe and Dr. Einstein* (212-218) Lippman, *On Reconciling Science and Religion* (219-226)
Week 6	Russell, *A Free Man's Worship* (226-230) Otto, *Of What Good is Philosophy?* (239-255) Otto, *Of Scientific Humanism*
Week 7	Science, Literature, and Architecture Benet, *By the Waters of Babylon* (337-345) Le Corbusier and the International Style (278-83; 283-92)
Unit III.	The World of Intuitive Thought

Outline for C52:

I. Greek Civilization
II. Middle Ages and Renaissance
III. Rationalism and Romanticism

Lecture Schedule for C-51 (excerpt):

Week 1 Introduction to Music
2 The Symphony Orchestra
3 Nationalism in Music
4 Art as Social Protest
5 Contemporary Opera: Kurt Weil
6 Contemporary Neo-Classicism
7 How to Look at Paintings
8 Impressionism in Art
9 Cezanne and Picasso
10 Impressionism in Music

History of Activity: Established in 1936. Revised rather thoroughly in 1946.

Justification and Principal Merit: Our program is based on the conviction that specialization must be preceded or accompanied by a common core of studies that undertake to meet the general needs of students as citizens and as human beings. In such studies we believe that the logic of the learning process is more important than the logic of the subject matter under consideration, and that changes in student attitude or behavior are of more significance than the content of the course offered. Such a program was made necessary by the growing trend toward specialization in almost all departments of the College of Arts and Sciences.

Extent of Satisfaction with Activity: I think we have made satisfactory progress. The organization of our general education program in an independent unit, the University College, with its own staff and budget has seemed to me one of the principal reasons for the success of the program. However, there have been a number of needed improvements both to vitalize the program and to enable it to meet changing student needs more effectively.

Chief Difficulties Associated with Activity: Most serious, perhaps, in doing the kind of creative experimentation in general education (appropriate) and still maintaining the intellectual respectability of the program. There has always been this tension between effective general education on the one hand and preparing students for departmental work on the other. There are budgetary problems associated with such programs of course.

(2) Senior College

135. SOUTHWESTERN LOUISIANA INSTITUTE—Ph.400: Art and Aesthetics—Mary E. Dichmann

E	SC	2SH	1	10	•	A	II	WW	CE	1Le.	1959

•A,E,Arch.,M,ML,H,P,S,D

Most Distinctive Feature: Course is series of lectures by specialists. It introduces students to established specialists in the various fields . . . It gives them a broadened view of their civilization, and it inspires them with admiration of mature scholars.

Chief Difficulty: Achieving complete coordination.

136. TALLADEGA COLLEGE (Ala.)—Hum. 102: Humanities—John Bross

RHum.&SS	SC	1½(?)	4	52	P,Psy.,E,A,	P	II	W	BC,CE	3Le.,D	1948

Four equal units on philosophy and religion, music, art, literature, with "integrating" sections at end of year to make sure students understand the relationships among the four areas.

Difficulty: Integration and correlation of elements.

(3) Graduate

137. SOUTHEAST STATE COLLEGE (Okla.)—H 512: The Twentieth Century—Mildred Riling

E	G	2SH	1	18	E,M	E	III	WE,US	BC,TO	2Le.&D	1959

Four general units—I. Upsetting Ideas in the Biological Sciences, Twentieth Century Concepts in the Physical Sciences; New

Concepts of Time and Space; The Machine and its Effects Upon Society; Escapism; Recent Philosophies. II. Music of the Modern Era. III. Architecture, Painting, and Sculpture, beginning with the formation of experimental schools in France in 19th Century. IV. Modern Literature

D. *Philosophy and History*

138. BEREA COLLEGE—H300: Introduction to Historiography and Historical Method—Frank J. Wray

E	SC	3SH	1	10	H	H	III		TO	3D	1959

This course is in a very real sense experimental. It is an attempt to present to the student at the beginning of his specialization materials that frequently are deferred until later. This is done in the belief that the student needs to know what to look for. It is also an experiment in the sense that an attempt is made to adapt it to those who may never become professional historians but rather teachers of history and readers of history.

139. OGLETHORP UNIVERSITY—Ph.412: Interpretation of History—George Seward

RG	SC	4QH	1	19	P	P	III		BC,TO	4Le.	

Most Distinctive Feature: It aims at developing a perspective towards events rather than simply surveying classical attitudes. It serves as a point at which many of the residua of four years of college study can be brought to focus on our historical situation.

Chief Difficulties: The basic concepts, such as that of time, have not been dealt with in a competent manner by philosophers. In order to do a better job it will be necessary to write a text, accompanied by a volume of readings.

140. UNIVERSITY OF LOUISVILLE—H460: New Interpretations of World History—H. S. Warwick

E	SC	2-3SH	1		H	H	I		BC	3D	1958

To provide course in philosophy of history, primarily for majors. Theories of civilization and recent philosophies of history are chief components. Basic texts by Toynbee, Spengler, Sorokin.

141. UNIVERSITY OF LOUISVILLE—H461-62: New Interpretations of American History—William Mallalieu

RH	SC	3SH	2	8-10	H	H	I	US	P,BC	2D	

142. UNIVERSITY OF LOUISVILLE—H491: Principles of Cultural History—Ernest Hassold

RAS*	SC	3SH	1		Hum.	Hum.	I	WW	CH	3D	1957

*option for Hum.

Chief Components: Representative studies of Ancient, Medieval, and Modern Culture.

Chief Activities: Formal and informal analyses. Discussion. Written exercises on each book or a comparison of one with another.

Basic Component: Modern cultural research

Major Objectives:

1. To coordinate studies of ancient, medieval, and modern culture.
2. To compare contributions of leading scholars in several countries.
3. To analyze assumptions and methods of their interpretations.
4. To evaluate their several contributions.
5. To integrate departmental studies with emerging conceptions of cultural development.
6. To form an integrated conception of the development of Western culture from ancient to modern times.

Most Distinctive Features: Use of complete texts of cultural studies. Emphasis upon religion in Ancient, art in Medieval and Renaissance, thought in Modern Culture.

Methods of Evaluation: Integrative essay examinations.

Basic Texts: Childe, *The Most Ancient East;* Coulanges, *The Ancient City;* Bultmann, *Primitive Christianity;* Burckhardt, *Age of Constantine;* Male, *Gothic Image;* Panofsky, *Gothic Architecture and Scholasticism;* Huizinga, *Waning of the Middle Ages;* Burckhardt, *Civilization in the Renaissance;* Wofflin, *Principles of Cultural History;* Sypher, *Five Stages of Renaissance Art;* Cassirer, *Philosophy of the Enlightenment;* Jaspers, *Spirit of Modern Culture.*

Description: Principles of Cultural History developed from observing changes and correlations of styles in the 19th and 20th centuries in the several fields . . . to a critical examination of the principles of coordinating studies. The College requires a senior coordinating course in each department and division . . . In Humanities two principal choices are: (1) aesthetics, (2) History and Philosophy of Culture. The latter seemed more suited to our situation. It aims at providing a composite picture of the cultural development emerging from the variety of approaches in scholarship.

E. *Philosophy and Religion*

143. DAVIS AND ELKINS COLLEGE (W. Va.)—R357: World Religious Philosophies—W. E. Phipps

RP	SC	3SH	1		P	P	I	E		3Le.&D	

144. GEORGE PEABODY COLLEGE—GE303: Philosophy and Religion in the Humanities—A. E. Anderson

RG	SC	4QH	1	35-45	E	E	I	W	BC	4Le.&D	1953

145. GUILFORD COLLEGE (N. C.)—Ph. 41-42; Survey of Religious and Philosophical Thought—C. S. Feagins

RG	SC	3SH	2	132	R,P	P	III	WW	CH	3Le.&D	1931

146. HUNTINGDON COLLEGE—R451: Christian Philosophy and Western Culture—R. G. Massengale

RG	SC	3SH	1	125	R	R	I	WW	T,CE,P	2Le.&1D	1947

Outline:

I. Introduction
II. The Roots of Christian Philosophy
III. Christian Philosophy and Western Culture During the Middle Ages
IV. Christian Philosophy and the Making of the Modern Mind
V. Christian Philosophy and the Modern Mind
VI. A Philosophy Adequate for our Times
VII. Christian Philosophy and our Culture

147. MARSHALL COLLEGE—R418: Development of Religious Ideas—Louis B. Jennings

RR	SC	3SH	1	29	R	R		WW	CH	3Le.	1953

148. MARYVILLE COLLEGE—316: Social Thought—R. T. Case

RS	SC	3SH	1	7	S	S	I	WW	BC		1940

149. OUACHITA BAPTIST COLLEGE—GE303: Philosophy for Living—Raymond Coppenger

RG	SC	2SH	1	70	P,R	same	I		BC	2Le.	1957

150. SOUTHWESTERN AT MEMPHIS—Philosophy of Religion—

RG	SC	3SH	1	110	R,P	same	I	W	P,BC	3Le.&D	1950

Outline:

I. Religion, Theology, Philosophy
II. The Eclipse of God in Secular Culture
III. The Eclipse of Self
IV. The Analysis of Being

V. Rationalist Analysis and the Transcendent
VI. Symbolic Forms and the Transcendent
VII. Faith
VIII. Revelation
IX. The Symbol of the Trinity and Spirit
X. The Natural World
XI. History and Destiny

151. UNIVERSITY OF MIAMI—305: Man As An Individual—Charles Werner

REngin.	SC	3SH	1	300	P	P	I	W	BC,P	3Le.	

152. UNIVERSITY OF OKLAHOMA—Ph.2: Philosophies of Social and Religious Morality—J. C. Feaver

E	JC	3SH	1	328	P	P	I	WW,W	P,BC	3Le.&D	1952

Outline:

I. Man and Morality: What is Good?—Some observations about man. Are Morals Relative? Are there Standards of Moral Judgment? Types of Ethical Theory. Some great goods.

II. Man and Society—Man, private and public. Social relations.
Man and community—morality and politics, the moral principles of a democratic society, the meaning of democratic freedom vs. license.

III. Man and Religion—Genesis of religion, nature of religion, living faiths, types of religious philosophy, science and religion, religion and morality, religious and social justice, some fundamental religious beliefs.

F. *Philosophy and Science*

153. UNIVERSITY OF KENTUCKY—160 and 201: Philosophy of Science Seminar—Henry Jack

E	SC,G	2-3SH	1	6	Ag.,Ec.,P	P	IV		BC,P	1D	ca.1957

Chief Components: Materials from social science and the philosophy of science

Chief Activities: Reading and discussion of papers

Basic Component: Philosophy

Major Objectives:

1. To review current problems in social science.
2. To compare problems in social science.

3. To see how philosophy can clear up methodological problems.
4. To provide education for faculty as well as students.

Most Distinctive Features: Involvement of several faculty persons representing different fields.

Basic Texts: Feigland Brodbeck, *Readings in a Philosophy of Science;* Wiener, *Readings in Philosophy of Science;* Lynd, *Knowledge for What?* Myrdal, *Value in Social Theory;* Nagel and Hempel, *Problems of Concept and Theory Formation in S. S.;* Hayek, *The Counter-Revolution in Science,* Schoeffler, *The Failures of Economics.*

Description: This seminar has been given three times. It involves advanced students in a particular area and faculty persons in that same area. The first time it was given it concentrated on problems in mathematics, physics, and probability. The second time it concentrated on non-Euclidean geometry, philosophy of psychology, and the philosophy of history. This time it is on social science. A lecture course is given alternately which serves as a preparation for the seminar.

Outline for the series:

A Philosophy of Science for Agricultural Economics Research

Some observations on Social Philosophy and Economics

Methodological Problems in Current Sociological Research

Stochastic Variables in Economics

Methodological Problems in Current Psychological Research

How much of Economics is Disguised Definition

Social Problems versus Epistemology as a Basis of Knowledge

Influence of Sociology on the American Legal System

Methodological Problems of Clinical Psychology

Pure and Applied Social Science

Determinism and Behaviorism in Psychology

Probability Laws in Economics

Causality in Economics

Is History a Social Science?

VI. RELIGION

A. *Nature and Theory of*

154. MARSHALL COLLEGE—300,301: Introduction to Study of Religion:

RR	SC	3SH	2	32	R	R	I	WW	BC,P	3Le.	1954

Nature of Religion—Introduction to Study of Religion: Function of Religion—Louis B. Jennings

Chief Component: Religion.

Chief Activities: Formal lectures and discussion.

Major Objectives:

(301) 1. To give comprehensive survey of nature of religion
2. To show major areas of agreement among them
3. To demonstrate varied aspects of religion

(302) 1. To give survey of major fields of study
2. To discover the past relationship of each of these with religion
3. To suggest certain potentialities for correlating these more closely
4. To enlarge the grasp of the functional aspects of religion
5. To seek for greater integration of knowledge and understanding with religion as the core

Methods of Evaluation: Essay tests.

Basic Texts:

300: King, *Introduction to Religion*
301: Vogt, *Cult and Culture*

Description:

300: Designed to give the student a general survey of religion in terms of its major features as found in the faiths of mankind

Outline:

I. Everywhere, One and Many
II. Origin of Religion: Negative Theories
III. Origin of Religion: Positive Theories
IV. Distinguishing Marks of Religion
V. Religion as Need Fulfillment
VI. Some Definitions
VII. Religious Differences
VIII. Nature and Quality of Religious Diversity
IX. Historical Development of Religious Differences
X. Society, Societies, and Individual
XI. Primitive Society as a Religious Group

XII. Religious-Natural Groups
XIII. The Family
XIV. Clan and Kinship Religious Groups
XV. Community Religion
XVI. Racial-National Religion
XVII. Religion of the World
XVIII. Organization of the Universal Religion
XIX. What is Salvation?
XX. Way of Devotion
XXI. Way of Knowledge
XXII. Way of Works
XXIII. Life of Mind in Religion
XXIV. Whence Do We Come?
XXV. With What or Whom Have We to Do?
XXVI. What is Man?

Outline (301)

I. Personal Culture
II. Societal Culture
III. Sources of Culture
IV. Culture and Civilization
V. Culture and Cultivation
VI. Culture and Philosophy
VII. Culture and Ethics
VIII. Culture and Economics
IX. Culture and Government
X. Culture and Science
XI. Culture and Education

History of Activity: Organized as outgrowth of year's study under grant from FAE.

Justification and Principal Merit: It has been my contention that religion is the most comprehensive aspect of man's life and his most distinctive area of participation. But in the ordinary attitude it seems to be too carefully circumscribed. The result is that religion is often segregated to an insignificant role in our society. The course has been conceived with the idea that by enlarging the student's understanding of the scope of religion, it may become a more significant factor in his life.

Extent of Satisfaction with Activity: The general organization of the material covered is reasonably satisfactory for an introductory course.

Chief Difficulties Associated with Activity: Lack of more suitable texts.

B. *History, Comparative, and Other*

155. MORRIS HARVEY COLLEGE—H101: Creative Living—Robert Emery

RG	JC	2SH	1		R	R	I	W,US	BC	2Le.	1956

156. MARSHALL COLLEGE—R419: Development of Religious Thought in Western World—Louis Jennings

E	SC,G	3SH	1	26	R	R	I	WW	T	3Le.	1948

157. TROY STATE COLLEGE—432-22: World Religions—Cloyd Paskins

E	SC	3QH	2	22	SS	SS	I	W	TO,CH	3Le.	1955

158. WEST LIBERTY STATE COLLEGE (W. Va.)—R300: Religion in Western Culture—W. Wallace Cayard

E	SC	3SH	1	8	P	P	I	WW	CH,P	3Le.&D	1957

C. *Religion and Science*

159. MILLSAPS COLLEGE—R52: Christianity and Science—J. E. Wroten

E	SC	3SH	1	11	R	R	III	W	CH,BC	3D	

Aimed at pre-professional students in science and religion. Intended to counteract narrowness in specialization. Work for elimination of fear of change and new ideas, appreciation of values worth preserving. We feel that course is unique at undergraduate level. It is difficult to find at graduate level.

160. UNIVERSITY OF OKLAHOMA—Ph. 108: Religion and Science in Philosophic Perspective—C. W. Berenda

E	SC	2SH	1	280	P	P	I	WW,W	P,BC	2Le.	1957

To understand conflict between Genesis I and evolutionary theory. To understand literal reading of Genesis, allegorical reading of Bible, scientific reading of cosmogony, non-literal meaning of science, and the meaning of Man as myth-maker.

Outline: Introduction to conflict between Bible (Genesis) and Darwin's evolutionary theory: literal reading of Genesis; non-literal interpretation of the Bible; literal scientific account of cosmogony; scientific account of origin and evolution of life and of man; emergent evolution; history of man's cosmologies; development of scientific ideas on cosmology; non-literal interpretation of science;

predicament of modern man; existential predicament of man; the meaning of love and man; the problem of knowledge and of truth; the relation between love and telepathy; an emerging God; man the religious animal.

VII. HUMANITIES PLUS

A. *Cultural Areas Projects*

161. DAVIDSON COLLEGE—The United States in the Twentieth Century—Bradley Thompson

R*	SC	3SH	1	14	E,R,A,M,P	SS	II	US	P,BC,T		1959

*for foreign students

The course was created with the very special purpose of providing foreign students with a broad view of American cultural patterns that they could not obtain for themselves in so limited time and to provide counter-balance for the particularism and provincialism that colors the view of the student whose experience is limited to one section of the country.

Chief difficulty is to bring about any real integration of the material. We still have a series of lectures from different areas. The time and labor necessary to achieve real integration and the degree of cooperation required are very great. Achieving a balance between lecture and discussion is also difficult.

162. GEORGE PEABODY COLLEGE—EorH:474: American Life and Thought—William Griffin (Discontinued)

E	SC,G	4QH	1	94	*	E	II	US	P,BC	Le.&D	1955

*E,H,Ed.,A,SS,Sc.

Chief Components: Political and social traditions and institutions, religion, and human relations, science, philosophy, literature, and arts.

Chief Activities: Formal lectures, discussion, written reports.

Major Objectives:

1. To develop concepts of the inter-relatedness of various aspects of our culture
2. To identify some of the most significant American problems and issues
3. To identify the particular patterns of culture in the South
4. To encourage wide reading on various aspects of American culture
5. To help students organize their knowledge and observations of American life

Most Distinctive Features: Eminent guest lecturers. Panels of instructors from various departments of the College. Integration of offering with summer lecture series of college.

Methods of Evaluation: Written reports, examinations.

Basic Texts:

Blake, *Short History of American Life*
Hawthorne, *Selected Tales and Sketches*
Howells, *The Rise of Silas Lapham*
Six Great Modern Short Novels

Description: The course was conceived as a "general education course on the senior level." From the beginning it brought to the campus visiting lecturers representing many fields. Much dependence was placed as well on contributions of college staff members. Planned on two basic assumptions: (1) that at this moment in history it is particularly important to understand the nature of civilization in the U. S., and (2) that such an understanding may be promoted by an attempt to look at the American experience in broad perspective. The course cut across departmental lines in order to throw into relief some of the significant features of our heritage, our present problems, and our future possibilities as a nation. It was planned . . . for all students who wished to get a more coherent notion of what it has meant and now means to be an American.

Visiting Lecturers (1958):

Stuart G. Brown
Reuben G. Gustavson
Estes Kefauver
Meno Lovenstein
Charles Seeger
George N. Shuster
Ernest Van den Haag

Eight members of the Peabody staff also participated.

Recommended Readings Listed as:

1. General Studies of American Culture
2. Political and Social Traditions and Institutions
3. Economic Patterns
4. Religion and Human Relations in the U. S.
5. American Science and Philosophy
6. Literature and the Arts in America
7. "Fifty Guides to American Civilization"

Assignment Schedule for one week: Blake, Chs. 1,3,5,6,7,13, 19,28; Hawthorne, "The Maypole of Merrymount," "The Gray Champion," "Young Goodman Brown," "My Kinsman, Major Molineux," "Roger Malvin's Burial," "The Man of Admant."

Suggestions:

Wertenbaker, *The First Americans, 1607-1690*
The Old South: The Founding of American Civilization
Wish, *Society and Thought in Early America*
Wright, *The Atlantic Frontier*
Commager, *Majority Rule and Minority Rights*
Davidson, *The Attack on Leviathon*
Savelle, *Seeds of Liberty*
Gabriel, *The Course of American Democratic Thought*
Hartz, *The Liberal Tradition in America*
Hofstadter, *The American Political Tradition*
Ostrogorsky, *Democracy and the Organization of Political Parties*

Rossiter, *Seedtime of the Republic*

History of Activity: First given in the summer of 1955. It was repeated in the summers of 1956, 1957, 1958.

Justification and Principal Merit: One advantage of the course was that it gave an opportunity to deal with several aspects of American culture in their relation with each other in a way that is not readily possible in specialized courses. Students appeared to appreciate this fact, as well as the opportunity to explore various subjects they had not touched on in their specialties.

Extent of Satisfaction with Activity: Well satisfied with it. Student reactions were about 95% enthusiastic.

Chief Difficulties Associated with Activity: Management of course took a great deal of time and energy—twice as much as an ordinary course. The danger is that this sort of course could easily deteriorate into a mere spectator sport. Papers and examinations are necessary to preserve the serious tone; yet if the requirements for papers are too specific, the purpose of the course is frustrated.

163. ROLLINS COLLEGE—Latin American Area Course—A. J. Hanna

E	SC	5QH	3	25	H,Geo.,Anthr.,S	H	II		TO	Le.,D	

B. *Great Ideas, Issues, Values*

164. ARKANSAS POLYTECHNIC COLLEGE—H313-23: Western Ideas and Values—Sease

RG	SC	3SH	2	300	P	P	I	WW	CH,CE		1951

Chief Components: Literature, arts, ethics, history, politics, science, religion.

165. CENTENARY COLLEGE—GE402: Great Issues—W. W. Pate

RG	SC	3SH		160	•	EC	I		P	2Le.,1D	ca.1945

•29 professors and two local officials

Outline:

- I. The Individual and His World
  - A. Rights of the Individual
  - B. Education and Modern Man
  - C. Impact of Science on Modern Man
  - D. Religion and Modern Man
  - E. Arts and Modern Man
- II. Machinery of Modern Society
  - A. Ethical Values in Social Organization
  - B. Government: Nationalism and Internationalism
  - C. Government: Functioning Democracy: Foreign Issues
  - D. Government: Totalitarianism
  - E. Propaganda As a Tool of Social Organization
  - F. Government: Functioning Democracy: Internal Issues
  - G. Government: Functioning Democracy: Local Issues
- III. Toward a Synthesis of Experience
  - A. Philosophies of Life
  - B. Major philosophical premises
  - C. Application of philosophy to other areas of learning

Objectives:

1. To synthesize student's college work.
2. To demonstrate the interrelationships among the students.
3. To re-emphasize the need for a broad cultural view of society and the individual.
4. To increase the student's reading, but, more important, to encourage him to continue later.
5. To emphasize the problems demanding the attention of the student upon his emergence from the relative security of the campus.

Satisfaction: On the whole very well satisfied.

166. EAST CAROLINA COLLEGE—301-2-3: Currents and Conflicts of Thought—Cleveland Bradner, Jr.

E	SC	3QH	3		E,H,Hum.	Hum.	III	W	P,BC	3Le.,D	1950

History and literature, philosophy and religion, economics, sociology, and the physical sciences—all against the background of intellectual history and the general concept of the humanities.

1. To present the broader concepts of world-views to educated people.
2. To discuss the meaning and use of observation and experiment.
3. To discuss and evaluate the sources and nature of scientific information.
4. To evaluate all "types" of knowledge and their interrelatedness.
5. To identify the individual student's position in such relationships.

167. FISK UNIVERSITY—Great Issues of the Modern World—George Redd (Discontinued)

RG	SC	2SH	2	130	H,R,P,SC,E	Deans	II	WW,E	P	2D	1950

From prospectus for course—This course, required for graduation from the College, is to be organized around certain selected major problems or issues which condition thought and action in our time . . . so designed as to enable the student to draw materials from many fields of knowledge, and to synchronize and correlate these materials in such a way as to develop proper relationships and arrive at logical conclusions pertaining to the problems and issues.

As a final course, cutting cross departmental and divisional lines, it aims to help the student integrate pertinent knowledge, skills, and information acquired from the several areas in the college curriculum, thereby enabling him to leave college with an intelligent understanding of the great issues of the world which he is called upon to face as a citizen. (It should be understood that the term "to integrate," as used here, is a process which goes on within the student when his endeavors are motivated by a purpose or goal.)

The course was divided into four sections of about twenty-f students each. Each group had its own instructor, who met the groups in turn for six sessions. By this time the students were prepared to select one of the four areas in which to do intensive reading. So a reading period followed under the guidance of the instructor.

Philosophy, Morals
  What is Religion? (two sessions)
  Live Options in Contemporary Religion
  The Value of a Tradition: Asset or Liability
  The Intellectual Elements in Religion
  Science and Religion

Fine Arts
  Introduction
    Why the arts?

    - Art as shared experience
    - Role of the artist
    - Recent Developments
  - Twentieth Century Poetry
    - Experimentation and revolt in the 20's
    - The Social Consciousness of the 30's
    - The "God Consciousness" of the 40's and 50's
    - Poetry and Politics
    - The problem of communication
- Contemporary Painting
  - Problem of communication
  - Influence of African sculpture on Western art
  - Art as social criticism and protest
- Contemporary Dance
  - New concepts of dance
  - "Modern" dance vs. classic
  - Isadora Duncan and the beginnings
  - Martha Graham
  - Primitive and ethnic dance

Difficulties: Getting a capable staff and common agreement among staff members relative to methods and procedure.

168. NORTH CAROLINA STATE COLLEGE—SS301-302: Contemporary Civilization

E	SC	3SH	2					WW	BC	3	

An examination of the major concepts, methods, and values that characterize modern thought in the fields of physical science, the humanities, and the social sciences. The course utilizes the student's previous training, plus materials from the history and philosophy of science and the history of technology, to demonstrate the essential interrelatedness of scientific, social, and aesthetic activity.

169. STETSON UNIVERSITY—G15-16: Capitalism and Democracy in Crisis—John Hague

RG	SC	3SH	2	130	AS,H,S,P,S	AS		WE,US	CH,P,BC	1Le.,2D	1956

The concluding course of the General Education series. To furnish students with a critical awareness of the major problems which beset Western civilization from within and without . . . To acquaint students with the significant contributions of social science . . . to require students to utilize materials from each of the areas within the general education program and thus relate materials from the broad fields of natural science, social science, and the humanities.

Texts: Four Modern Plays, Religion and the Rise of Capitalism, Marx and the Marxists, The Road to Serfdom, Rendevous with

Destiny, The Future of American Politics, The Public Philosophy, Patterns of Culture, A Passage to India, Intruder in the Dust, Modern Science and Modern Man, Christ and Culture, The Lonely Crowd.

170. SWEET BRIAR COLLEGE—Problems in Perspective—Gladys Boone

RG	SC	1SH	1	93	All depts.	EC	II	W	P	1Le.&D	1957

1957—Four Problems. No general theme. 1958—Theme: Unity and Diversity. 1959—Theme: Needs and Resources

Topics related to theme for 1959: The need for peace and international cooperation; resources for their achievement; material and physical needs and resources; artistic and spiritual needs and resources.

Some students were alerted to a new—or clearer—idea of techniques of using their education to help them approach problems they meet as citizens—and to the inter-connection of problems on a world-wide scale.

It served some students well—usually the more intelligent—some interested in a broad rather than specialized approach to their world. It showed faculty and administration that they were right in thinking there is a GREAT NEED for inter-communication.

Difficulties: Organization and administration of the course took a great deal of time.

171. THE CITADEL—Greater Issues Courses

In order to bring all Citadel students into closest possible contact with understanding leaders of thought and action in the nation, General Mark W. Clark inaugurated this course in 1954-55. Its purpose is to bring to The Citadel annually speakers of national and international reputation. Each is invited to discuss some segment of public affairs with which he is especially familiar, after which he answers questions from the floor. This course is part of the curriculum of every Citadel student and has proved of outstanding value and interest. Speakers for the first year were General Matthew B. Ridgway, Senator William Knowland, Admiral Robert Carney, Rear Admiral Jerauld Wright, Francis Cardinal Spellman, Henry J. Taylor, Dr. Karl Gruber, Lowell Thomas, General T. D. White.

172. UNIVERSITY OF DELAWARE—AS405: Contemporary Topics in Arts and Sciences

Courses open to juniors, seniors, and graduate students with superior records for 1 hour credit.

1958-59: The Impact of the Concept of Evolution upon Present Day Thought

1959-60: Freud: His Ideas and Influence

Psychology
  Freud, the Man
  Theoretical Concepts
  Infantile Sexuality and the Oedipus Complex
  Freud and Psychiatry
Sociology
  Contributions of Freud to Sociology and Anthropology
Political Science
  Psychoanalysis, Psychiatry, and the Law
Medicine
  Freud's Influence on Medicine
English
  Freud in English Literature
Other
  Freud's Influence on World Literature
  Freud's Impact on Clinical Psychology
  Freudian Concepts in Relation to Philosophy
  Freud's Influence on Education
  Experimental Studies of Freudian Concepts
  Freud's Influence on Religion

1960-61: Toward Understanding Asia

173. UNIVERSITY OF VIRGINIA—LAS 1-2,3-4,5-6: Liberal Arts Seminars (Three-year Program)—Marcus B. Mallett

E	SC	3SH	6	80	*	P	I	WW	BC	2D	1953

*14 instructors from College, School of Medicine, and School of Engineering

Chief Components: Greek history and literature, natural science, mathematics, social sciences, ethics, philosophy, and literature.

Chief Activities: Discussion of reading, preparation of written studies weekly.

Major Objectives: They aim at developing in the individual participants . . . the habit of rational discourse concerning the intellectual objects, or ideas, which lie at the foundation of our culture.

Most Distinctive Features: Two instructors to each section of 10-14 students. Instructors present, not as specialtists, but as participant and as arbiter.

Description: CD—The seminars are concerned with the Liberal Arts tradition in Western civilization. A large number of the principal writings in this tradition are read and examined in small discussion sections. The emphasis is placed upon developing, by means of written exercises and oral argumentation, the student's ability to detect, to analyze, and to relate the basic ideas implicit in the works read. The seminars are non-departmental and are administered by a committee which consists of all members of the instructional staff. They are cumulatively prerequisite. In the early periods faculty and students came primarily from the College of Arts and Sciences. Now students come from both the College and the School of Engineering.

LAS 1-2: The Liberal Arts Tradition—The first semester is concerned with concepts of history and tragedy; the second with mathematics and the natural sciences.

LAS 3-4: The Liberal Arts Tradition—The first semester is concerned with ethics, politics, and society; the second with literature and philosophy.

LAS 5-6: Description not available.

Readings for Seminar 3:

The Republic; Nicomachean Ethics; Thomas Aquinas, *Political Writings* (Selections); *The Divine Comedy; Inferno; Gargantua and Pantagruel; The Prince; Institutes of Christian Religion;* Montaigne, *Essays; The Leviathon;* Locke, *Second Treatise on Civil Government;* Hume, *On the Original Contract; The Social Contract; The Wealth of Nations; The Declaration of Independence* and *the Constitution; Capital* and the *Communist Manifesto.*

Readings for Seminar 4:

Job and *Isaiah; The Symposium* and *Phaedrus; The Aeneid;* Augustine, *Confessions,* Bonaventura, *The Mind's Road to God;* Thomas Aquinas, *Of the Teacher; The Divine Comedy; Purgatorio;* Descartes, *Meditations and Discourses; Tragical History of Dr. Faustus; Faust,* Pt. I; *Paradise Lost; Candide;* Hume, *Dialogues Concerning Natural Religion;* Kant, *Fundamental Principles of the Metaphysics of Morals; Billy Budd; War and Peace;* Kierkegard, *Fear and Trembling; The Waste Land;* Auden, *Christmas Oratorio; J. B.*

History of Activity: Begun in 1953. Fifth and sixth units added in 1959-60.

Justification and Principal Merit: Primarily a stimulation to the better-than-average student and to provide a counterweight to the "departmental" attitude toward education. Students and faculty associate on what approaches a coordinate level. Faculty members of the various schools of the university associate in a common undertaking.

Extent of Satisfaction with Activity: Fairly well satisfied. Reading lists could be improved, but, in general, the seminars have been well received by the students. The enrollment has increased from year to year.

VIII. TEACHER PREPARATION PROJECTS

A. *In Language*

174. GEORGE PEABODY COLLEGE—The Teaching of College Freshman English

The program for the training of teachers of English at the college freshman level is a part of the Specialist in Education Program of the college. It is intended primarily for teachers of high school English who wish to prepare specifically for teaching at the junior college level. Candidates for the program must (1) have taught three years, (2) possess an M.A. degree in English.

The program consists of five elements:

1. Four quarters of residence.
2. Supervised teaching of one section of freshman English for three quarters.
3. A supporting academic program of thirty-six hours work in semantics, linguistics, advanced grammar, the history of the language, criticism, and literature.
4. A year seminar, meeting two hours weekly, "The Teaching of College Freshman English," which is a review of the structure, materials, methodology, objectives, and philosophy of representative freshman English or communication courses in the colleges of the nation.
5. An independent project, the preparation of a project kit which includes course outlines, bibliographies, text descriptions, sample tests, notes on procedures, techniques of evaluation, special study projects, and related items, which the candidate prepares throughout the year in accordance with the objectives of the program, his own professional purposes, his individual needs.

The program is supervised and staffed by regular departmental members who teach in the freshman English program of the College.

B. *In the Humanities*

175. FLORIDA STATE UNIVERSITY—Methods of Teaching Humanities in General Education—Sarah Herndon

CD—Aims and objectives, organization, teaching methods, and evaluation of a humanities program in general education for the junior college, senior college, and university.

Aim: To assist prospective or practicing teachers of humanities in general education at the college level to plan and teach an effectively integrated humanities course.

Outline of course:

- I. The general education movement
  - A. Its origin, purposes, history, organization, and present status
  - B. Aims and objectives of the humanities in a program of general education
- II. The nature of the humanities as a discipline
  - A. Its relation to cultural history
  - B. Its relation to aesthetics
  - C. Its relation to history of ideas
  - D. Its relation to comparative literature
  - E. Its relation to criticism
- III. The organization of a humanities course—a survey of patterns and a critical evaluation of each
- IV. Preparation for teaching: formal study and self-training
  - A. Utilizing a specialized background
  - B. Distinguishing between generalized and specialized knowledge and material
  - C. Finding bibliography in new fields and bibliography of special value for integration
  - D. Selecting material for study in the light of aims and objectives
- V. Instructional methods
- VI. Testing and evaluation

176. GEORGE PEABODY COLLEGE—Teaching the Humanities in College—Edwin Anderson

A one-quarter course designed to help young teachers prepare for teaching the humanities. Projected from an intensive examination of the course designs, syllabi, texts and descriptions of representative offerings in all areas of the humanities at the best universities and colleges in the nation and extensive reading of books and articles on the history, role, and value of the humanities.

- I. The origin and implications of the term, the humanities
  - A. Traditional meanings
  - B. Contemporary implications
- II. The Role of the Humanities Course
  - A. In traditional liberal arts curricula
  - B. In general education programs
- III. Format and Design of Humanities Courses
  - A. Single-discipline patterns
  - B. Multi-discipline patterns
  - C. Integrated or interdisciplinary patterns

IV. The Roles of the Separate Disciplines
    A. In the single-discipline course
    B. In the multi-discipline course
    C. In the integrated course
V. Course and Program Designing—Objectives, Standards, and Practical Problems
VI. Instructional Methods and Aids
VII. Evaluation and Testing in the Humanities
VIII. The Teacher of the Humanities
    A. His formal schooling
    B. His self-preparation
    C. His philosophy of education

C. *Other*

177. UNIVERSITY OF CHATTANOOGA—American Studies Institute—James Livingood

Designed primarily for teachers as a refresher program. The courses were planned specifically for this program. Each student is required to attend a lecture course. This last summer the course was entitled, "A Heritage in the Era of National Self-Realization, 1787-1860." There is a weekly discussion period. Each student also takes one of four seminars:

The Citizen and His Government
The United States and the World Community
The American System of Free Enterprise
American Views Through Modern Literature

While the chief purpose of this program is to point out the rich heritage that is America, the Institutes have very satisfactorily demonstrated the importance of the integration of materials from many fields which are frequently taught as areas of specialization.

IX. DEGREE PROGRAMS

A. *Bachelor*

(1) Specific Content

178. FLORIDA STATE UNIVERSITY—Major in Literature of Western Cultures—F. A. Walton

Intended as an inter-field major for students interested in a broader scope for literary study than is possible in any one department. Designed to give some basic understanding of the interrelations of the Western European literatures and to provide an opportunity to study the origin and development of a particular genre or the history and expression of a movement or period. Comprises a minimum of 36 semester hours beyond the General Education requirements, of which 18 shall constitute a group of related courses in at least two of the participating departments . . . The remainder shall be distributed among general courses . . . At least six hours . . . in classical or modern language literature must be in the original language.

179. HENDRIX COLLEGE—Major in Literature and Philosophy —Moffatt

To provide an enriched background for students who do not desire—and whose life's work does not demand—the intensive specialization of a departmental major.

180. LYNCHBURG COLLEGE—Joint Major in Religion and Philosophy—Raymond E. Morgan

Consists of 18 hours in religion, 12 of which are prescribed, and another area of concentration. Total no more than 48 semester hours. This arrangement makes it possible for the pre-seminary student to get a broader college course than would be possible if he were to secure a regular major in religion. He will have the advantage of some concentration in the study of religion and will be better prepared for his seminary training.

181. SHORTER COLLEGE—Interdepartmental Major in Fine Arts—Martha G. Griffin

	SC	40SH		1	M,Sp.,Dance,A	A	II			1958

Chief Components: Content from history and literature of architecture, sculpture, painting, music, drama, dance.

Chief Activities: Formal and informal lectures, discussion, reports, field trips, master classes, demonstrations.

Basic Component: Varies with individual student.

Laboratory Activity: Listening, composing, choreograph dances, painting and modeling.

Major Objectives:

1. To correlate the arts and provide work and study in two or more of the arts for students who need a variety of experiences before choosing a specialty.
2. To answer the need for schools in the Southeastern area for persons trained in more than one fine art.
3. To provide foundation for those wishing to continue study in graduate school.

Most Distinctive Features: An integrated course of study utilizing related courses in the departments. Concentration upon a broad background of knowledge rather than finished performance in any one area. Program adapted to concentrate on development of special talents and abilities of the individual student.

Methods of Evaluation: Objective standardized and essay tests. Oral examinations, projects, and performance. Comprehensive examination over four years' work.

Description: Program is administered by a committee composed of the Head of the Department of Art, of Music, the Director of the Orchestra, and the Head of the Speech Department.

182. WOMAN'S COLLEGE OF THE UNIVERSITY OF NORTH CAROLINA—Interdepartmental Major in Art, Dance, Drama

To correlate the arts and provide for experience and investigation for the student who does not know which art she wishes to emphasize and to provide a broad background for subsequent professional or graduate work.

(2) Cultural Areas Programs

183. STETSON UNIVERSITY—American Studies Program—John Hague

The major must first take either American History (6) or American Civilization: The Rural Image (3) and American Civilization: The Urban Image (3). He must also take American Literature (6) and Methods of Social Science (3), and 9 hours from a list of selected courses. There are also two senior seminars required of all majors: The American National Character (3) and Leadership and Social Change in American Thought (3).

184. UNIVERSITY OF ALABAMA—American Studies

Besides the general requirements for graduation—U. S. History (6), U. S. Intellectual History (6), American Literature (6), Seminar in American Studies (6) and, in addition, 15 hours in one of the four groups listed and a minimum of 6 hours in each of the other two:

I. English Language and Culture
II. History and Philosophy
III. Economics and Political Science
IV. Sociology, Anthropology, and Geography

185. FLORIDA STATE UNIVERSITY—Asian Studies—George Lensen

Designed for (1) general liberal arts students who wish to learn more about the peoples and civilizations of this vital area, (2) students who wish to pursue graduate work in this field. Instead of specializing in one academic discipline and applying its methods to different areas, the Asian Studies major will become acquainted with different disciplines and apply them primarily to one area. Comprises, among others, courses in Far Eastern civilization, Far Eastern international relations, Chinese and Japanese civilization, courses in the Chinese language. Established 1952.

186. TEXAS TECHNOLOGICAL COLLEGE—Latin-American Studies—D. M. Vigness

Objectives: To improve the understanding of students in the region of Latin-American culture, to give students a well-rounded liberal education in several interrelated fields. To offer basic training for various occupational opportunities. Departments of anthropology, economics, government, history, sociology, and Spanish and Portuguese participate.

(3) Humanities

187. OKLAHOMA STATE UNIVERSITY—Interdepartmental Major in Humanities (Proposed, 1959)

Chief Components: Thirty-hour core plus 20 hours in the department of emphasis and in others in the general area. The 30-hour core would consist of six 5-hour courses to be taken in a 6-semester sequence beginning in the sophomore year. Participating faculty from English, history, and philosophy. Special lectures by members of Architecture, Art, and Music faculties.

Description:	*Weeks:*
1st year:	
1st sem.:	
Primitive Societies	1- 2
Egyptian Civilization	3- 6
Tigris-Euphrates Civilization	7- 8
Judaism	9-13
Hebrew Literature	14-17
2nd sem.:	
Greek Civilization	1- 4
Greek Philosophy	5-13
Greek Literature	14-17
2nd year:	
1st sem.:	
Early Christianity	1- 6
Roman Philosophy	7- 8
Roman Political and Economic History	9-13
Roman Literature	14-17
2nd sem.:	
Medieval Civilization	1- 5
Medieval Christianity	6-10
Medieval Literature	11-13
Medieval Philosophy	14-17

3rd year:	
1st sem.:	
Renaissance P. 1, and Econ. History	1- 4
Renaissance Art	5- 7
Renaissance Literature	8-10
Reformation History	11-13
Reformation Christianity	14-17
2nd sem.:	
Modern Literature	1- 6
Modern History	7-11
Modern Philosophy	12-17

The program in Letters at the University offers the superior student . . . a carefully supervised program leading to the degree of Bachelor of Arts in Letters. The program is designed to provide the student with a deeper appreciation of his own culture by a broad understanding of the major movements of Western civilization. By fixing his attention on important and characteristic achievements of the human mind in antiquity, the Middle Ages, and the modern era, the student comes into possession of the ideas and principles that have formed the social structure of our time and thus acquires an historical background against which he may competently judge his ideas of the present. An undergraduate with a grade average of B or better may become a candidate. In addition to meeting the general requirements, he must complete 36 semester hours of major courses in history, literature, and philosophy, electing at least 9 hours in each division, with supporting courses in one ancient and one modern language. Twenty-seven of the thirty-six courses must be in upper-division work.

188. TRINITY UNIVERSITY—Inter-departmental Major in Humanities—Charles H. Heimsath

Chief Components: Humanities, history, art, music, philosophy.

Chief Activities: Lectures, discussion, oral reports, written reports, tests.

Basic Component: Humanities

Laboratory Activity: Listening and observing

Major Objectives:

1. To ground the students in humanities courses.
2. To supplement with courses from other departments.
3. To provide a generous selection of electives.
4. To give a broad education in the liberal arts.
5. To provide a broad background for specialization on the graduate level.

Most Distinctive Features: 30 hours in Humanities, 12-18 in other areas. Eighteen of these must be advanced. Ninety-eight additional hours in other departments, including philosophy, English, history, religion, music, art, science, education, sociology, psychology. After doing 30 hours in distinctive humanities courses, the student is free to choose (with approval) according to his needs or desires, courses in almost every department of the University.

Description:

Twelve to eighteen hours from:
310 World Literature (3)
311 World Literature (3)
334 Contemporary Cultural Trends in Modern Literature, Art, and Music (3)
335 Same—Impressionism and Expressionism
342 Guided Reading in the Great Books—Destiny
343 Same—Satire
345 Same—Evil

History of Activity: A Department of Humanities established at Trinity 12 years ago. When curriculum was revised a few years ago, generous provision was made for a major of inter-departmental character.

Justification and Principal Merit: It is our firm conviction that students should have a solid liberal arts education with which to enter life or graduate school. A degree in any other department of the University is necessarily a "specialized" degree. This major brings together, harmonizes and applies the cultural contributions of various disciplines and arts. No other department makes this claim. It endeavors not only to introduce courses from the various fields of knowledge but to show cultural relationships which basically exist.

Extent of Satisfaction with Activity: I am convinced that our program is educationally sound.

Chief Difficulties Associated with Activity: Our chief difficulty is in educating students to the advantages of an inter-departmental major in the humanities. Most of the students who come to Trinity have never heard of the word, "Humanities," until they read it in our catalog. Being wholly unaware of the humanistic approach to literature and life and of the world view presented in Humanities departments, they pass us by.

(4) Humanities *plus*

189. UNIVERSITY OF TEXAS—Plan II for the B.A.

Two basic features: (1) It offers an integrated academic program giving a broad view of both the physical and of the social, political, and cultural problems of contemporary life; (2) its provision of accelerated required courses for students who have made excellent records in high school, usually for those who graduated in the upper quarter of their classes. No major is required, though a student, if he wishes, may fulfill the requirements for such among his electives.

- 1st year:
  - English 603
  - Biology 607
  - History 609
  - Mathematics—6 hrs.
  - Course in foreign language
  - one elective course
- 2nd year:
  - Physical science
  - Social science 610 (an integrated study of the fundamentals of social life and its organization)
  - Government 610
  - American History 6 hrs.
  - Foreign language 3 hrs.
  - Elective 3 hrs.
- 3rd year:
  - English literature—6 hrs.
  - Greek or Roman Civilization—6 hrs.
  - Tutorial Course 359—Intentive study of methods of investigation and communication
  - Electives—15 hrs.
- 4th year:
  - Philosophy—6 hrs.
  - Tutorial course 660: Comprehensive Reading Course
  - Electives to complete 120 hours

B. *Senior College and Graduate*

190. BAYLOR UNIVERSITY—American Civilization Program—
E. H. Long

E	SC,G	36SH		6	E,H,SS,A,P	E	II	US	BC		1950

To prepare students for practical vocations or professions and at the same time guide them to an understanding of our cultural heritage and national ideals. The program provides a background of intellectual and spiritual values, while allowing for sufficient specialization to fit the student for the world of work and practical affairs.

In place of a major and minor, the student will take:

Economics	1 course
Education	1 course
English	3 courses

History	3 courses
Philosophy	1 course
Pol. Sci.	1 course
Religion	1 course
Sociology	1 course

191. FLORIDA STATE UNIVERSITY—American Studies Program—William Randel

RAS	SC,G	3,2SH	2	80	*	E	II	US	BC&TO	Le.&D	1948

*E,H,M,ML,SS,A, & others

Chief Components: Humanities, social studies, history.

Chief Activities: Formal lectures, oral and written reports, discussion.

Basic Component: American civilization

Major Objectives:

1. To broaden comprehension of American Civilization.
2. To broaden awareness of international relationships.
3. To learn the chief theories of American Civilization.
4. To understand the influence of popular myths.
5. To identify and appreciate what is distinctive in our culture.

Most Distinctive Features: Mutli-disciplinary approach. Students with different majors.

History of Activity: Established in 1948. Fall semester has not changed. But spring semester has evolved from discussion group with occasional speakers into a full-scale lecture series with a special theme each year. We offer B.A. and M.A., but, at the Ph.D. level, we join forces with the new humanities doctoral program.

Justification and Principal Merit: Justified as a campus public service providing an unusual cross-section of subject matter and as a major for students preferring a broad horizontal specialization to the usual "vertical" departmental specialization. It has helped to stimulate interdepartmental thinking and action in general. Its principal merit is its freedom from departmental restrictiveness, extensive individual choice, and a scholarly approach to citizenship.

Extent of Satisfaction with Activity: Far from satisfied with number of students electing American studies as major. But the very existence of a program with such challenge and flexibility is itself a source of great satisfaction.

Chief Difficulties Associated with Activity: Convincing colleagues and especially administrators that American Studies is academically legitimate and here to stay. Probably speak from personal bias in contending that programs such as this are prophetic of changes certain to come to higher education in America.

192. UNIVERSITY OF DELAWARE—American Studies Program —G. Bruce Dearing

Offers the student the opportunity to organize an integrated program of courses in American subjects especially suited to his intellectual interests and vocational objective. He is encouraged to ask questions not ordinarily raised within the structure of traditional departments and to see his society as a whole greater than the sum of its separate parts.

Three courses are required of all students in the program:

Introduction to American Civilization

Seminar in American Civilization

Six semester hours from each of the following:

- American History
- American Fine Arts
- American Literature and Philosophy
- Social Sciences (American fields)

Eighteen hours in electives in American subjects complete the 51 hour requirement.

Graduate Program in A.S.:

24 hours of course work and 6 hours for thesis.

Four courses required:

- Life in the American Colonies
- Life in the Early Republic
- Main Currents of American Thought (a) to 1760
  (b) 1760-1840

This is to be completed from a selection of other courses in the area.

193. TULANE UNIVERSITY—Latin-American Studies—William J. Griffith

E	SC,G	30SH	10	254	*	H	II,IV	CE,CH	Le.	1947

*Ec,Anthrop.,H,Sp.,PS,A,H

Four subject-matter courses plus area studies seminar required of all students. Gives students interested in a geographical area an opportunity to study the area from a variety of points of view rather than from the standpoint of a single discipline.

Results seem to be good from the cultural point of view. Employment possibilities have been fewer than expected, but a larger number of students than anticipated have used the program to obtain a broader basis for higher degrees.

Difficulty chiefly administrative since it involves fairly large number of professors.

C. *Graduate Programs*

(1) Master's Programs

194. OUACHITA BAPTIST COLLEGE—American Studies Program—Ralph Kirkman

Regular courses, seminars, workshop in American Civilization taught jointly by all three professors, with occasional guest lecturers.

To attract better faculty; to stimulate faculty research; to provide an M.A. program for persons in this area who wish to take a degree that is liberal arts in emphasis.

Established September, 1958

195. UNIVERSITY OF DELAWARE--Winterthur Program—Ernest J. Moyne

R*	G	42(?)	2yrs.	10	H,A,E	E	II	US	CH,P,BC	L4&La.	1952

*of Winterthur Fellows

Chief Components: English and American History, Art, Literature.

Chief Activities: Formal lectures, informal lectures, discussions, demonstrations, oral and written reports.

Basic Component: American literature and thought.

Laboratory Activity: Direct work with art objects—connoisseurship and curatorship, craft techniques.

Major Objectives:

1. To promote the broadest possible understanding of the American people thru an integrated study of early America, including its European origins.
2. To promote research in early American culture.
3. To help attract talented personnel to the arts and the humanities.
4. To prepare young people in curatorship, teaching, research, librarianship, writing.

Most Distinctive Features: Excellent facilities. Visiting scholars. Field trips.

Methods of Evaluation: Thesis. Essay and oral tests.

Description: Required for this M.A. degree are 24 hours' credit for classroom work at the University, 12 hours' credit for study at the Museum, and 6 hours' credit for a thesis.

American Art—Eight courses analyze the developments of art in America, with special emphasis on its European background, from the 17th through the early 19th century. Three courses cover, respectively, architecture, painting, and sculpture. The Museum course constitutes a comprehensive study of the American decorative arts including folk art. Intensive study at the Winterthur

Museum makes possible a unique emphasis on direct work with art objects. Approaches to the object include connoisseurship and curatorship, craft techniques, art history, and socio-cultural history.

History—Three courses consider conditions of life in 17th and 18th century England, in the American colonies, and in the early republic.

American Literature—Two courses cover the main currents of American thought in the colonial period and the early republic.

Thesis—Emphasis is placed on the completion of a mature study of some aspect of American art based on original research and of a quality to justify publication.

Museum Science—A five-week summer seminar, devoted to an intensive study of museum operation, administration, and connoisseurship, integrates exercises in curatorship and interpretation which form part of the Museum courses.

196. UNIVERSITY OF LOUISVILLE—M.A. Program in the Humanities

To search for noetic integrators of cultural studies. To keep the teaching of the humanities abreast of modern research. To aid in the development of departmental programs.

Components:

Studies in American Thought and Culture (3SH)
12 SH in *one* of four major fields: History of Art, History of Ideas, History of Literature, History of Music
A minor of 9 SH within the humanities or related fields
A thesis

Long-term objectives of the program are best seen in the light of the Ph.D. program it would ideally lead to. This would be designed to educate college teachers in the humanities at the level of general education, on the basis of (1) a double major, each ending in a master's thesis . . . (2) coordinating research ending in a doctoral essay, and (3) a philosophy of cultural education based on teaching under supervision and on courses in the history of the humanities, Great Books in Education, and "The Advancement of Culture in the Twentieth Century."

(2) Doctoral Programs

197. GEORGE PEABODY COLLEGE—Expanded Doctoral Program for Directors of Fine Arts and Instructors in the Humanities—C. B. Hunt

The basic element in this program would be music with minor in Art, English, Philosophy and Esthetics, History . . . or an interdepartmental program drawn from several of these areas.

New courses will be offered in the sixth and seventh years in the organization, correlation, and presentation of humanities programs in aesthetics and philosophy plus an advanced seminar oriented toward research.

198. TULANE UNIVERSITY—Inter-University Doctorate in Italian—William S. Woods (Activated in 1960-61)

Only two departments of Italian in the U. S. which are strong enough to offer doctorate. Under this plan the student spends each of three years at a different university and thus benefits from the riches of three departments.

199. FLORIDA STATE UNIVERSITY—Doctoral Program in the Humanities—Robert Miller

Chief Components: Art, classics, English, history, modern languages, music, philosophy, religion, speech.

Major Objectives:

1. To assure a broader type of graduate program which would provide for the enlarged perspective necessary to understand the full significance of—and to do research in—the specialized disciplines in the humanities area.
2. To provide better students the opportunity to engage in a type of program of study and research without the usual restrictions imposed by traditional departmental study.
3. To provide a type of training closely related to the actual needs of a younger instructor, specifically preparation for instructing in integrated humanities courses.

Most Distinctive Features: A minimum of three academic years of graduate work including:

1. At least 40 hours of course work beyond the bachelor's degree.
2. Competency in such ancient and modern foreign languages as may be required.
3. A dissertation.

Required Courses:

501,502 The Humanistic Tradition (3-3) Study of the artistic accomplishments and ideas of value which reflect the humanistic tradition in its stages of evolution and development.

601-602 Humanities Seminar: Basic Problems in the Humanities (3-3)

699 Doctoral Dissertation

Description:

Elective course:

506 Teaching Humanities in General Education. Aims and objectives, organization, teaching methods, and

evaluation of humanities programs in general education for the junior and senior college and university.

The Harvard Report of 1945 pointed to four abilities of mind to be fostered by education . . . It so happens that the humanities can make peculiarly strong contributions to these objectives, particularly in the realm of disciplined value judgment. But it seems that the greatest contribution of the humanities will come from a program which encourages broader exploration of these realms of mind and more complete synthesis of narrower forms of critical analysis . . . The criteria and standards and values by which we analyze complex situations come from reflective thought coupled with the knowledge of what other men have written about similar matters. It seems important, therefore, that our universities provide opportunity for students at the graduate level as well as the undergraduate to experience, in broad fashion, the wisdom of the ages . . . It would seem that some students are peculiarly fitted, temperamentally and intellectually, to pursue a program of study in the Humanities that is rigorous both in its demands for intense specialized competence and its demand for enlarged perspective. It would seem that our universities should provide all possible opportunity and encouragement for these students . . .

First year—

Humanities 501, 502 Two courses each semester in the candidate's major field plus one course in related areas. Comprehensive "preliminary" examination.

Second year—

Humanities 601-602 One or two courses each semester in major field, plus one or two courses each semester in related fields. "Qualifying" Examination

Third year—

Not more than two courses each semester and dissertation project. Final written and oral examination.

200. EMORY UNIVERSITY—Institute of Liberal Arts—W. A. Beardsley

Chief Components: Humanities and social sciences.

Chief Activities: Seminars and directed study.

Laboratory Activity: Practice teaching required of all candidates.

Major Objectives:

1. To enable prospective college teachers to acquire broader competence than commonly available.
2. To stimulate cross-disciplinary research.
3. To institute faculty conversation across traditional lines.

Most Distinctive Features: Practice teaching Four-day "preliminary" examination, two days of which are devoted to liberal arts.

Description: An interdisciplinary program in the humanities and social sciences. Through its seminars, the Institute provides a select group of students with a broad view of Western culture and a comparative study of the approaches to knowledge pursued by several disciplines. Through examinations and the dissertation the Institute develops in each graduate a special scholarly competence in a broader area between the customary concerns of traditional departments.

The program of each student is individually designed, centering on a special area of desired competence. Each student is assigned an advisory committee reflecting the inter-disciplinary character of the student's program in order to ensure the most competent and congenial direction of his studies.

A limited number of inter-disciplinary seminars, inter-disciplinary both in subject matter and method, and also in faculty participation, is regularly offered by the Graduate Institute. A fortnightly seminar brings students together to study the history and contemporary pattern of the liberal arts with particular application to higher education. All students enroll for two parts of a seminar, "Studies in the Western Tradition." Another common course is that devoted to "Critical Study of Systems of Knowledge." The remainder of the student's program consists of inter-disciplinary seminars, formal courses, and independent study.

Dissertations in the Institute are normally broader in conception than those in the traditional University departments.

Content and values receive the primary emphasis in studies . . . although it is recognized that the basic methodological techniques employed by the disciplines of the liberal arts must be learned and practiced as means to an end. The program is rooted in the belief that each of the liberal arts has in materials, methods, and aims, something in common with all the other liberal arts . . . The breadth of interest and activity suggested is not intended to sacrifice work in depth. The Institute does not seek to supplant specialization in the traditional sense, but it does insist that such specialization be undertaken in a meaningful context. The aim will be to study all subjects reflectively or philosophically—not in the professional sense, but with a philosophical concern for values and principles . . .

Requirements common to all students: The Liberal Arts—a fortnightly seminar organized on two-year basis. All members of Institute participate and attend. It is a study of the history and contemporary patterns of the liberal arts; a consideration of the methods used by the humanist, the social scientist, the natural scientist, in the discovery and organization of knowledge; and a consideration of philosophies of higher education.

Studies in the Western Tradition: This seminar meets weekly during the fall and winter quarters and occupies a third of the student's program in each quarter. Conducted by a small committee of the Institute faculty, its object is to examine two selected periods within the history of western civilization with a view to discovering, if possible, the essential characteristics and climate of opinion of each. The aim . . . is to train the student to perceive the essential postulates of a culture.

Critical Study of Systems of Knowledge: Designed to train students in the understanding and criticism of organized structures of thought. The remainder of the student's time is devoted to a program designed to fulfill the individual's needs. Every student must, however, elect two seminars. Among those available:

Comparative Literature
Impact of Greco-Roman Culture upon Early Christianity
The Order of Human Values
Problems in Contemporary American Institutions

During his second year every student attends a practicum in college teaching. In addition he does supervised teaching for one quarter in one of the introductory courses in the College of Arts and Sciences. There is, too, the dissertation. The Institute favors subjects . . . that will demand the employment of several humanistic or social disciplines. Its aim is to make the student a participating member, together with the staff, in a community of scholars endeavoring to organize knowledge, to interpret and communicate what is known to scholars, to evaluate knowledge and to advance it.

History of Activity: Established in 1952. Significantly strengthened in 1957 by grant from the Carnegie Corporation.

Justification and Principal Merit: The activity is justified as a counterbalance to the tendency of graduate activity to become over specialized and to neglect the teaching function. It has succeeded in placing about a dozen college teachers who, in our judgment, are doing work that justifies the program.

We believe that the program has contributed notably to the education of teachers in this area.

Extent of Satisfaction with Activity: We are satisfied so far as it goes. Further support would make some important experiments possible.

Chief Difficulties Associated with Activity: There is some resistance in traditional departments to receiving one of our graduates. This is, however, counterbalanced by real readiness to accept them on the part of others. The program of multiple teaching is expensive.

X. MISCELLANEOUS PROJECTS

A. *Honors*

201. LOUISIANA STATE UNIVERSITY—Honors Program—Darwin Shrell

Designed for students "well beyond the average in their high school studies" who have "exceptional potential for independent studies and superior academic performance." Intended to permit the gifted student to advance "as fast as his ability permits" and to encourage in his study a range and depth in keeping with his greater intellectual interests. Its aim—to encourage excellence. Intended principally for students in Arts and Sciences.

Freshmen who score in the upper ten per cent in Academic Aptitude (on the A.C.E. Psychological Examination) qualify, but each department establishes the requirements for admission to Honors sections of its courses.

Students complete the Junior Division with Honors if they have earned a point-credit ration of 2.3 (B+) or higher, have taken at least one Freshman Honors Colloquium (Arts and Sciences or 2), and have earned a total of 10 hours of Honors credit in freshman courses, including colloquia. The Honors student has additional opportunities during his Junior-Senior years, when he may take special topical colloquia, engage in independent reading and research, undertake special approved projects, or elect to submit an Honors thesis to his department of concentration.

For freshmen, Honors Courses are available in Mathematics, Chemistry, Speech, History, English. There are, as well, the Honors Colloquia.

Outline for Arts and Sciences 1—Honors Colloquium
Subject: Four Perspectives of Classical Greece
Credit: 2 SH—One two-hour meeting each week
Instructor: Darwin Shrell

Units:

I. An Historical Perspective (Thucydides)
II. A Dramatic Perspective (Greek Tragedy and Comedy)
III. A Philosophical Perspective (Plato and Aristotle)
IV. A Graphic Perspective (Sculpture and Architecture)

Students will read, discuss, and evaluate a few selected works which have had—and still have—great significance in our own culture. Selections read in the course will include *The Peloponnesian War;* some tragedies by Aeschylus and Sophocles; some selections from Aristotle's *Art of Poetry;* and a few of Plato's *Dialogues.* An additional unit of the course will include a brief introduction to some prominent and representative features of Greek art. Class discussions and short written reports will be an important part of the class procedure. Each member does some independent work, pursuing his special interests in the areas.

202. UNIVERSITY OF ARKANSAS—Honors Work—Harold D. Hantz, Coordinator

The present honor program originated in 1955 as a departmental honors program for juniors and seniors. Advanced work for superior students had been provided in English Composition since 1954. In 1957 honors or fast sections in Western Civilization and World Literature were established.

The program is administered by an Honors Council consisting of nine members (three from each division and not more than one from any department) appointed by the Dean. The members serve three years. The Honors Council appoints a subcommittee composed of the candidate's advisor, one member of the Honors Council, at least one member of the candidate's major department other than his advisor, and one member of a related department for each candidate. This subcommittee reads any special projects prepared by the candidate, reviews his performance at the end of the junior year and determines whether he is to continue, and conducts an oral examination of the candidate near the end of his senior year.

The College now provides the superior student throughout his four years with honors work. It is now possible for a student to take about fifty per cent of his Basic and Group Requirements in honors or fast sections. In the fall of 1958 the percentage was increased to seventy-five. By 1959, it was contemplated, ninety per cent of such requirements would be honors work.

According to a descriptive booklet, honors are now offered in English, World History, World Literature, and Philosophy.

The purpose of the honors program in philosophy is to provide the honors candidate with the opportunity to achieving greater maturity in dealing with philosophic ideas through independent study. The candidate's plan of study will consist of reading significant philosophic works and, where advisable, the writing of a senior essay. The candidate may receive a total of six hours' credit for independent study, one hour each semester of his junior year and two hours each semester of his senior year. In consultation with his departmental advisor or advisors, the candidate will select Plan A or Plan B as outlined below:

Plan A: The following are significant readings in the various fields of philosophical inquiry. Since, however, there is an indefinite number of equally significant readings, the student may, in consultation with the Department, choose alternative readings. The student will be asked to be prepared in a choice of five out of the seven following fields:

1. Logic
   L. S. Stebbing, *A Modern Introduction to Logic*
   W. V. Quine, *Methods of Logic*
2. Metaphysics
   Aristotle, *Metaphysics*
   J. Dewey, *Experience and Nature*
3. Epistemology
   Plato, *Theaetetus*
   Blanshard, *Nature of Thought*
4. Ethics
   Hobbes, *Leviathan*
   L. T. Hobhouse, *Morals in Evolution*
5. Social Philosophy
   Locke, *Second Treatise of Civil Government*
   H. J. Laski, *The State in Theory and Practice*
6. Aesthetics
   Croce, *Esthetic*
   J. Dewey, *Art as Experience*
7. Philosophy of Religion
   Hume, *Dialogues Concerning Natural Religion*
   A. Seth Pringle-Pattison, *The Idea of God*

Final Examination in the Department of Philosophy: In completion of his honors requirement the candidate will be expected to give a satisfactory account of himself in two examinations, one written and one oral. The written examination will be in two sections, a general and an historical. The questions will be drafted with the end in view of testing the candidate's grasp and comprehension of philosophical concepts rather than of determining his memory for courses or books. The candidate will be judged more on his philosophical understanding than on his ability to cite detail. The oral examination will emphasize the departmental honors readings. It will presuppose on the part of the candidate a thorough comprehension of and detailed acquaintance with the particular books presented, and it will attempt to determine the candidate's ability to master a philosophical work.

Plan B: The candidate will be asked to be prepared in *three* of the seven fields under Plan A and to write an essay during his senior year. The senior essay is expected to be a careful analysis of a philosophic problem. Its quality and scope should go considerably beyond the requirements of a good term paper. The candidate will take the written examination of Plan A except that the general section will cover *three* instead of five fields. The oral examination will cover the three fields and the senior essay.

*Other Honors Programs Cited**

Alabama College—Dr. Rodney Blaine
Birmingham-Southern College—Professor Howard Harlan
Birmingham-Southern College—Dr. E. S. Ownbey
Ouachita Baptist College—
Florida State University—Dr. Marian Irish
Stetson University—Dr. John Hague
Morehouse College—Dr. R. K. Barksdale
Ursuline College—
McNeese State College—Dr. C. A. Girard
Newcomb College—Proefssor Aline M. Taylor
Tulane University—
Morgan State College—
Mount St. Mary's College—
University of Maryland—Professor Charles D. Murphey
University of Mississippi—Dr. Doris Raymond
Bennett College—Mrs. Blanche Raiford
Duke University—Dr. Lewis Patton
Guilford College—
Oklahoma College for Women—
University of Oklahoma—
Converse College—Dr. Robert Wingfield
Knoxville College—Professor Robert Delk
George Peabody College—Dr. Susan Riley
Siena College—Sister M. Margaret
Southwestern at Memphis—Dr. A. T. Johnson
University of Tennessee—Professor J. F. Davidson
Vanderbilt University—
Baylor University—Dr. J. E. Wood
East Texas State—Dr. Paul Barrus
Pan-American College—Mr. Meade Harwell
Southwest Texas State College—Dean Joe H. Wilson
Stephen F. Austin College—Dr. T. J. Kallsen
Texas Lutheran College—Professor Bernard C. Baumbach
University of Houston—Louis Kestenberg
University of Texas—
Hampton Institute—Dr. Horace W. Melvin
Mary Washington College—
Randolph-Macon Woman's College—Miss Elaine Dahl
Sweet Briar College—Professor Gertrude Malz
University of Richmond—Dr. B. C. Holtzlaw
University of Virginia—Professor D. C. Yalden-Thompson
Shepherd State College—Dr. Harry V. Klug
West Virginia University—

Projected Honors Programs

Alabama Polytechnic University—Dr. W. R. Patrick
St. Bernard College—Rev. Vincent
Spring Hill College—Rev. Franklyn
University of Alabama—
University of Florida—Dean Wimberley
University of Georgia—Dr. C. Jay Smith
Southern U. and A. & M.—Dr. H. D. Perkins
Bluefield State College—
Morris Harvey College—

*Note: It would be impossible to provide descriptions of all projects cited. We list them here and, where possible, the name of those in charge of them.

B. *Others*

203. DUKE UNIVERSITY—English Writing Symposium

Literary arts celebration sponsored by Department of English and the *Archive*, undergraduate journal. Visiting writer, submission of manuscripts by students. Evaluation and recognition.

204. LOYOLA UNIVERSITY—Language and Culture Center in Mexico City—

Cultural and language projects. Native instructors and North American. Language study and related subjects. Ninety-one students in 1959.

205. SOUTHWEST LOUISIANA INSTITUTE—French House

The Maison Acadienne-Francaise affords a meeting place for French and Spanish Clubs, honor societies, and France-Amerique, a regional association for persons interested in French.

206. SAM HOUSTON ST. TEACHERS COLLEGE—Mexican Field School—J. I. Burleson

Seventy participants. To contribute to an understanding of the language and culture of Mexico. Established in 1941.

207. WINTHROP COLLEGE—Latin Forum

208. ALABAMA COLLEGE—Symposium

209. GEORGE PEABODY COLLEGE—Annual Humanities Festival—Warren Titus

A project, now in its seventh year, for all students enrolled in humanities courses at the College and any other interested persons. Comprises art exhibits, art film showings, guest lecturers in the various arts and humanistic disciplines. Core of program extends through the week of each spring. Other features extend through a month or more.

210. INCARNATE WORD COLLEGE—Music Hour—Sister M. Clement

Intended to provide music experience particularly for non-music majors. Required of all freshmen and sophomores. Chief activities—performance in orchestra or chorus, listening to records, attendance at concerts. Est. 1948.

211. RANDOLPH-MACON WOMAN'S COLLEGE—Fine Arts Symposium

A three-day project designed to explore the thesis that *the creative process should be the central focus of all educational programs.* Creativity *per se* rather than fine arts will be the real theme.

Objectives:

To dramatize the need for, and the potential value of, a conscious effort to make the creative process central to all teaching, at both the classroom and the institutional levels.
To identify for those who participate in the conferences a variety of concepts which will enhance and encourage individual experiments in creative thought and methods.
To attract widespread attention to the content of the symposium, in the belief that the basic thesis can thereby be brought before other faculties with a force that would encourage them to make the basic concepts expressed a formative influence in their own philosophy of education.

A conference intended for the members of the faculty of the College and members of faculties of some other institutions.

1st evening:	Address, Eliseos Vivas: Creativity in Education and Art
2nd day: morning:	Rollo May: The Sources of the Creative Process
	Jack Levine: Some Remarks on Painting, generally of an Ethical Nature
Afternoon:	John Ciardi: The Act of Language
	Joseph Kramm: The Creative Process in the Theater
Evening:	Bach's Mass in B Minor—Robert Shaw Chorale
3rd day: morning:	Roger Sessions: Creativity and the Individual
	John McClain: The Role of the Drama Critic in the Creative Process
	Jose Limon: Analysis of the *Mooe's Pavan*

Afternoon: George Wald: The Artist and the Scientist
Panel: Creative Thinking as an Academic Discipline

212. SOUTHWESTERN AT MEMPHIS—Fine Arts Chapel Program

A project designed to supplement the regular class and extra-class experience of all students with a carefully planned and articulated program of special offerings at weekly chapel meetings.

213. UNIVERSITY OF FLORIDA—Annual Lecture Series on Contemporary Art and Annual Art Symposium—Clinton Adams

An effort to bring outstanding men of national and international reputation to Florida where, at the Ringling Museum, the students and faculties of all Florida institutions gather for a full week to hear art historians, critics, artists and designers speak, to discuss the ideas raised, and to share impressions and views. An event of unique and distinguished quality. I do not believe there is anything else in the United States to match it.

214. UNIVERSITY OF CHATTANOOGA—Student-Faculty Humanities Meetings—Terrell Tatum

A project in which faculty persons and major students share views and research on monthly basis. Now in third year.

215. URSULINE COLLEGE—ALMA—Sister M. Alphonsine

Art, Literature, Music Association—Since human intelligence is discursive . . . man needs special help to see the unity in truth, the order in being, that he may acquire natural and supernatural wisdom. In an age of intense specialization, the difficulty in recognizing such unity and order . . . is increased. Since the liberal arts college has as its purpose to form the mind to attain truth, it is essential that the student have "an apprenticeship" in integrating the various facets of truth he receives . . . while making application of the correct method of bringing order into his thinking as he is guided through logic. ALMA tries to afford such an "apprenticeship," and integration, which must of necessity be part of every well-taught class, . . . receives intense, concentrated, conscious attention in ALMA.

Three New Colleges

216. FLORIDA PRESBYTERIAN COLLEGE

Curriculum Plan:

Freshman **Western Civilization and Language Math Science P.E.**

	Its Christian Heritage
	Mid-winter semester—Individual study and research
	Western Civilization, etc. Language Math Science P.E.
	Western Civilization, etc. Language Soc. Sci. P.E. and two electives
Sophomore	Mid-winter Semester—Individual study and research
	Western Civilization, etc. Lang. Soc. Sci. Elect. (2) P.E.
	Junior General Seminar W. Lit. Elec. Major
Junior	Mid-winter semester—Research in conjunction with the Junior General Seminar
	W. Lit. Elect. Major
	Junior General Seminar
	Christian Faith and Great Issues Electives Major
Senior	Mid-semester—Thesis or Major Comprehensive Examination Preparation
	Christian Faith Electives Major Etc.

Western Civilization and Its Christian Heritage—core program covering two years, four lecture sessions weekly, small group discussions weekly, two and one-half hours.

Unit I Ways of Looking at Ourselves and Our Culture—focus upon the artistic, literary, scientific, and institutional expressions that reflect the tensions which exist between the familiar conventions of the nineteenth century and the demands of contemporary life.

Unit II The Two Major Traditions of the West—designed to deal with the "roots" from which the 20th Century tensions have sprung.

Unit III Christian Concepts and Institutions

Unit IV Modern Institutions—The World in Revolution

The course is not designed to be the equivalent of any specific combination of departmental courses. It should lay the groundwork for departmental offerings.

Inter-disciplinary involvement is implicit in all units of the course. Ten key staff members drawn from the three academic divisions will develop and teach the course. Primary attention will be given to the development of critical astuteness rather than mastery of facts.

217. ST. ANDREW'S PRESBYTERIAN COLLEGE—Laurinburg, N. C.—Curriculum Plan

Freshman	Christianity and Culture I 12	Science For. Lang. 6	Ind. Project related to Basic Liberal Studies
Sophomore	Christianity and Culture 12	Humanities 6	
Junior	Christianity and Culture 6		
Senior	Christianity and Culture 6		

Humanities components in required Basic Liberal Studies. Course descriptions not yet available.

Curriculum will include a senior course designed to be a capstone for the Basic Liberal Studies. Running through the senior year, the course will challenge the student to draw together the threads of the disciplines . . . he has been practicing in the natural sciences, the social sciences, the humanities, and religion. The aim of one part of the course will be to permit the student to learn by experience that the highest discipline of the educated mind is the discipline of bringing all the specialized methods together in a fruitful partnership. A second aim of the course will be to give students an opportunity to work toward some personal apprehension of the meaning of, and solution for, perennial problems of human life. (From Curriculum Prospectus)

218. THE UNIVERSITY OF SOUTH FLORIDA—Program of Basic College—Required Basic Studies

All students must take Functional English and five of the six courses listed.

First Year Funct. Foreign Language Natural Science Human Behavior

Second Year Mathematics The Humanities The American Idea

All students will also take a "capstone" course in their senior year which draws its materials from the social sciences, natural sciences, and the humanities "in an effort to bring these three great areas of liberal education under one roof and deal with them by comparison and contrast."

(Course descriptions were not available in time for inclusion.)